**syllabus**

**1. Information about the programme**

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| 1.1 Higher education institution | Babeș-Bolyai University |
| 1.2 Faculty | Political Science, Public Administration and Communication Studies |
| 1.3 Department | Political Science |
| 1.4 Field of study | Political Science |
| 1.5 Study cycle | Bachelor of Arts |
| 1.6 Study program / Qualification | Political Science |

**2. Information about the discipline**

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| 2.1 Name of the discipline (en)  (ro) | | | Public Policies  Politici publice | | | | | | |
| 2.2 Course coordinator | | | | | Lector (Assistant professor) Dr. Borbála Kovács | | | | |
| 2.3 Seminar coordinator | | | | | Lector (Assistant professor) Dr. Borbála Kovács | | | | |
| 2.4 Year of study | 2 | 2.5 Semester | | 4 | | 2.6. Type of evaluation | E | 2.7 Type of discipline | DS |
| 2.8 Code of the discipline | | | | ULE1417 | | |  | | |

3. **Total estimated time** (hours/semester of didactic activities)

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| 3.1 Hours per week | 3 | | of which: 3.2 course | | 2 | 3.3 seminar/laboratory | 1 |
| 3.4 Total hours in the curriculum | 7x14 | | of which: 3.5 course | | 2x14 | 3.6 seminar/laboratory | 1x14 |
| Time allotment: Face-to-face: 3 hours; individual study: 4 hours. | | | | | | | 7x14 hours |
| Learning using manual, course support, bibliography, course notes | | | | | | | 2x14 |
| Additional documentation (in libraries, on electronic platforms, field documentation) | | | | | | | 1x14 |
| Preparation for seminars/labs, homework, papers, portfolios and essays | | | | | | | 1x14 |
| Tutorship | | | | | | |  |
| Evaluations | | | | | | | 4 |
| Other activities: .................. | | | | | | |  |
| 3.7 Total individual study hours | | 4x14 | |
| 3.8 Total hours per semester | | 7x14 | |
| 3.9 Number of ECTS credits | | 4 | |

4. **Prerequisites** (if necessary)

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| 4.1 curriculum | N/A |
| 4.2 competencies | The adequate use of concepts in political research. |

**5. Conditions** (if necessary)

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| 5.1 For the course | Academic fraud, including plagiarism, is defined and penalised according to the Ethical Code of Students of the Department of Political Science, Babeș-Bolyai University: <https://fspac.ubbcluj.ro/application/files/9715/6828/0474/Cod_etic_studenti.pdf> |
| 5.2 For the seminar | Attendance is mandatory for at least 75% of classes (11 out of 14). The grade obtained in the retake examination contains the seminar component.  The seminar component of the course can only be improved only upon retaking the entire course during the following academic year.  If the student’s activity during seminars does not meet the minimal requirements to pass the course, the student has to retake the course during the following academic year. |

**6. Specific competencies acquired**

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| **Professional competencies** | By the end of the course students will have to:   * Demonstrate understanding of key concepts in economics and public policy; * Demonstrate understanding of various conceptual models concerning the formation and evolution of public policies; * Be familiar with a succinct history of public policy domains, especially social policies; * Be familiar with the Romanian legal process concerning the adoption of laws by parliament; * Be able to identify the source of any Romanian public policy; * Be able to identify and graphically/visually represent statistical data concerning public policy problems. |
| **Transversal competencies** | By the end of the course students will be able to:   * Demonstrate understanding of concepts in economics and public policy; * Enumerate Romanian public policy domains; * Have a basic command of the legal jargon relevant for the formulation and adoption of Romanian laws; * Understand visual representations of aggregate data concerning public policy issues. |

7. **Objectives of the discipline** (outcome of the acquired competencies)

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| 7.1 General objective of the discipline | The Introduction to Public Policy course represents a first step towards familiarising students with key concepts in the study of public policy and with conceptual approaches that lie at the heart of public policy analysis.  The course explains the relevance of public policies in politics (specifically democratic politics, but not only) through linking up core concepts in political science with the study of public policy: state & the public sector, regulation, financing, delivery, governance, parliament, bureaucracy, democracy, legislation, social contract, agenda, public problem, public agenda, policy implementation, the welfare state, social policy, policy financing etc. |
| 7.2 Specific objective of the discipline | The course explores key concepts in the study of public policy and social policy (public problem, problem problematisation, public policy, agenda setting, policy formulation, policy diffusion, policy implementation, the welfare state, social risks etc.), presents a set of conceptual tools in public policy analysis and, thus, the elements of generic public policy analysis approaches. The course presents numerous case studies to help the understanding of these concepts and analytical approaches. In addition, the course also offers opportunities to discuss concrete examples of public policies. |

**8. Content**

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| 8.1 Course | Teaching methods | Observations |
| **1/ Introduction**  Logistics:  i/ Presentation of the course, of requirements, of evaluation.  Open discussion:  ii/ What are public policies and why study them? | Discussion of course logistics.  Interactive introductory discussion. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
| MANDATORY READINGS:  Course syllabus  Rubrics  Department of Political Science students’ ethical code: <https://fspac.ubbcluj.ro/application/files/9715/6828/0474/Cod_etic_studenti.pdf>. | | |
| **2/ What are public policies?**   * What are public policies? * Why do public policies exist? * Problems and public problems * The formulation / problematisation of public problems * Public policy domains (in Romania) | The presentation of key concepts and analytical distinctions in relation to the topic of the session.  Interactive discussion of examples. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
| MANDATORY READINGS:  Page, Edward C. 2008. ‘Chapter 10. The Origins of Policy’. In *The Oxford Handbook of Public Policy*, eds. Michael Moran, Martin Rein and Robert E. Goodin, 207-27. Oxford: Oxford University Press. 210-211 (of chapter).  Rinfret, Sara R., Denise Scheberle and Michelle C. Pautz. 2019. *Public Policy: A Concise Introduction*, Thousand Oaks, CA.: CQ Press – Sage. Pp. 27-28 (of volume).  Guvernul României. 2023. Organizare – Ministere. *Guvernul României*, 6 februarie. <https://gov.ro/ro/guvernul/organizare/ministere>.  RECOMMENDED READINGS:  Bacchi, Carol. 2009. *Analysing Policy: What’s the Problem Represented to Be?*, Frenchs Forest: Pearson Australia. Pp. ix-xiv (of volume). | | |
| **3/ Public policies: How? Who? In what form?**   * How: carrying out public policies * Who: public policy actors * In what form: types of policies | The presentation of key concepts and analytical distinctions in relation to the topic of the session.  Interactive discussion of examples. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
| MANDATORY READINGS:  Esping-Andersen, Gosta. 2002. ‘Towards the Good Society, Once Again?’. In *Why We Need a New Welfare State*, ed. Gosta Esping-Andersen, 2-26. Oxford: Oxford University Press. Pp. 10-12 (of .pdf, The Three Welfare Pillars).  Seeleib-Kaiser, Martin. 2008. ‘Welfare State Transformations in Comparative Perspective: Shifting Boundaries of ‘Public’ and ‘Private’ Social Policy?’. In *Welfare State Transformations: Comparative Perspectives*, ed. Martin Seeleib-Kaiser, 1-13. Basingstoke: Palgrave Macmillan. Pp. 10-12 (of chapter). | | |
| **4/ WHO: the role of the state in public policy**   * Brief history of public policies: the first public policies (domains) * The “governmentalisation” of the state * Functions of the state – from an economic perspective | The presentation of key concepts and analytical distinctions in relation to the topic of the session.  Interactive discussion of examples. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
| MANDATORY READINGS:  Dean, Mitchell. 1999. *Governmentality: Power and Rule in Modern Society*, London: Sage. Pp. 19-20 (of book).  Greve, Bent. 2022. *The Role of the Public Sector*. Cheltenham: Edward Elgar. Pp. 26-35 (of book).  RECOMMENDED READING:  Bates, Robert H. 2009. ‘The Role of the State in Development’. In *The Oxford Handbook of Political Economy*, eds. Barry R. Weingast and Donald A. Wittman, 708-22. Oxford: Oxford University Press. Pp. 712-715 (of chapter). | | |
| **5/ WHO: the state versus the market in public policy**   * Social insurance as a response to uncertainty * Pluses and minuses for the state * Pluses and minuses for the market | The presentation of key concepts and analytical distinctions in relation to the topic of the session.  Interactive discussion of examples. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
| MANDATORY READING:  Barr, Nicholas. 2001. *The Welfare State as Piggy Bank: Information, Risk, Uncertainty, and the Role of the State*. Oxford: Oxford University Press. Chapter 2 – The Market and Information. | | |
| **6/ IN WHAT FORM: What is the welfare state for?** **Beginnings**   * Alternatives to state social programmes * The origins of the first social programmes * The welfare state, initially: political accident, modernisation, political legitimacy, international competitiveness, … democracy * Communism: the state’s monopoly and universal access | The presentation of key concepts and analytical distinctions in relation to the topic of the session.  Interactive discussion of examples. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
| MANDATORY READINGS:  de Neubourg, Chris. 2009. ‘Social protection and Nation-Building: An Essay on Why and How Universalist Social Policy Contributes to Stable Nation-States’. In *Building Decent Societies: Rethinking the Role of Social Security in* Development, ed. Peter Townsend, 63-79. Basingstoke: ILO & Palgrave Macmillan. Pp. 63-7 (of chapter).  Rys, Vladimir. 1993 “Social security reform in Central Europe: Issues and Strategies”. *Journal of European Social Policy* 3 (3): 163-75. Pp. 163-170 (of article).  RECOMMENDED READINGS:  Delcea, Sergiu. 2021. “A nation of bureaucrats or a nation of workers? Welfare benefits as nation-building modernisation tools in interwar Romania”. *Journal of European Social Policy*, FirstView, 1-16. DOI: 10.1177/09589287211035700.  Inglot, Tomasz. 2008. *Welfare States in East Central Europe, 1919-2004*. Cambridge: Cambridge University Press. Pp. 54-60 (of volume).  Koven, Seth and Sonya Michel. 1990. “Womanly Duties: Maternalist Politics and the Origins of Welfare States in France, Germany, Great Britain, and the United States, 1880-1920”. *The American Historical Review* 95 (4): 1076-108.  Mares, Isabela and Michael E. Carnes. 2009. ‘Social Policy in Developing Countries’. *Annual Review of Political Science* 12 (1): 93-113. | | |
| **7/ Macroeconomic and micro-social transformations over the last 200 years**   * Social risks * Social and economic relations in agrarian societies & social risks * Social and economic relations in industrial societies * Post-industrial economic realities | The presentation of key concepts and analytical distinctions in relation to the topic of the session.  Interactive discussion of examples. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
| MANDATORY READING  Pierson, Christopher. 1994. *Beyond the Welfare State? The New Political Economy of Welfare*. Cambridge: Polity Press. Pp. 12-21 (of chapter). | | |
| **8/ IN WHAT FORM: The welfare state in the 21st century**   * Generic functions of the welfare state * Social risks, uncertainty, risk socialisation | The presentation of key concepts and analytical distinctions in relation to the topic of the session.  Interactive discussion of examples. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
| MANDATORY READINGS:  Taylor-Gooby, Peter. 2004. *New Risks, New Welfare: The Transformation of the European Welfare State*. Oxford: Oxford University Press. Pp. 1-6 (of .pdf).  Zutavern, Jan and Martin Kohli. 2021. ‘Needs and Risks in the Welfare State’. In *The Oxford Handbook of the Welfare State*, 2nd ed., eds. Daniel Beland, Kimberly Morgan, Herbet Obinger and Christopher Pierson, 241-258. Oxford: Oxford University Press. Pp. 246-258 (of chapter).  RECOMMENDED READINGS:  Barr, Nicholas. 2001. *The Welfare State as Piggy Bank: Information, Risk, Uncertainty, and the Role of the State*. Oxford: Oxford University Press, Chapter 1 – Introduction, pp. 1-6 (of .pdf).  Ferge, Zsuzsa. 1997. ‘The Changed Welfare Paradigm: The Individualisation of the Social’. *Social Policy & Administration* 31 (1): 20-44. Especially pp. 23-31 of article (pp. 4-12 of .pdf). | | |
| **9/ HOW: Financing public policies**   * Funding sources * Funding sources for social programmes: the state budget, social insurance funds, local resources, private sources * The structure of the state budget (Romania, compared) * External sources | The presentation of key concepts and analytical distinctions in relation to the topic of the session.  Interactive discussion of examples. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
| NO MANDATORY READINGS.  RECOMMENDED READING:  European Social Fund. 2022. ‘Strengthening Employment and Mobility’. *European Social Fund*, February 15 February. <https://ec.europa.eu/esf/main.jsp?catId=532&langId=en>.  European Social Fund. 2022. ‘Better Education’. *European Social Fund*, February 15 February. <https://ec.europa.eu/esf/main.jsp?catId=51&langId=en>.  European Social Fund. 2022. ‘Giving a Chance to All’. *European Social Fund*, February 15 February. <https://ec.europa.eu/esf/main.jsp?catId=50&langId=en>.  European Social Fund. 2022. ‘Better Public Services’. *European Social Fund*, February 15 February. <https://ec.europa.eu/esf/main.jsp?catId=55&langId=en>. | | |
| **10/ The source of public policies: The standard textbook model**   * What is social theory? * What are conceptual models? * The rational model to policy-making | The presentation of key concepts and analytical distinctions in relation to the topic of the session.  Interactive discussion of examples. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
| MANDATORY READING:  Ragin, Charles C., and Lisa M. Amoroso. 2011. *Constructing Social Research: The Unity and Diversity of Method*. 2nd ed. Los Angeles, CA: SAGE. Pp. 26-27 (section on social theory).  Rinfret, Sara R., Denise Scheberle and Michelle C. Pautz. 2019. *Public Policy: A Concise Introduction*, Thousand Oaks, CA.: CQ Press – Sage. Pp. 48-59 (of volume). | | |
| **11/ The legislative process underpinning public policies in Romania**   * Public policy as legislation * Legislation: the primacy of laws * Other legislation * The Romanian legislative process | The presentation of key concepts and analytical distinctions in relation to the topic of the session.  Interactive discussion of examples. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
| MANDATORY READINGS:  Camera Deputaților (Noiembrie 2023) „Regulamentul Camerei Deputaților – Cap. II (art. 84-163)”. *Camera Deputaților*, 18 ianuarie 2024. https://www.cdep.ro/pdfs/tab\_acte/regul\_cdep.pdf. (Varianta consolidată din 23 noiembrie 2023.)  Senatul (Decembrie 2023) „Regulamentul Senatului – Cap. II (art. 83-157)”. *Senatul*, 30 ianuarie 2024. https://www.senat.ro/pagini/reg\_sen/REGULAMENTUL\_SENATULUI\_republicare\_ianuarie\_2024.htm#\_ftn1. (Varianta publicată în M.O. 1144 din 19 decembrie 2023.) | | |
| **12/ The source of public policies: Constraints**   * The broader context: constraints * Democratic politics (elites and electorates) * The importance of inherited policies * Implementation * The economic context (permanent austerity) * Implications for policy formulation | The presentation of key concepts and analytical distinctions in relation to the topic of the session.  Interactive discussion of examples. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
| MANDATORY READINGS:  Dolowitz, David P. and David Marsh. 2000. ‘Learning from Abroad: The Role of Policy Transfer in Contemporary Policy Making’. *Governance* 13 (1): 5-24. Pp. 9 (of article) – Table 1.  Rinfret, Sara R., Denise Scheberle and Michelle C. Pautz. 2019. *Public Policy: A Concise Introduction*, Thousand Oaks, CA.: CQ Press – Sage. Pp. 43-47 (of volume).  RECOMMENDED READINGS:  Benson, David and Andrew Jordan. 2011. ‘What Have We Learned from Policy Transfer Research? Dolowitz and Marsh Revisited’. *Political Studies Review* 9 (3): 366-78. Pp. 372-373 (of article). | | |
| **13/ The source of public policies: Alternatives**  **Instead of the standard model, the multiple streams framework (MSF)**   * Models of policy change (reform) * Models of gradual policy change * The international diffusion of policies * The European dimension of public policies (OMC) * The international (global) dimension of public policies (SDGs) | The presentation of key concepts and analytical distinctions in relation to the topic of the session.  Interactive discussion of examples. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
| MANDATORY READINGS:  Dolowitz, David P. and David Marsh. 2000. ‘Learning from Abroad: The Role of Policy Transfer in Contemporary Policy Making’. *Governance* 13 (1): 5-24. Pp. 7-14 (of article).  Mahoney, James and Kathleen Thelen. 2010. ‘A Theory of Gradual Institutional Change’. In *Explaining Institutional Change: Ambiguity, Agency, and Power*, ed. James Mahoney and Kathleen Thelen, 1-37. Cambridge: Cambridge University Press. Pp. 10-18 (of book).  Rinfret, Sara R., Denise Scheberle and Michelle C. Pautz. 2019. *Public Policy: A Concise Introduction*, Thousand Oaks, CA.: CQ Press – Sage. Pp. 59-61 (of book).  RECOMMENDED READINGS:  Prpic, Martina. 2014. ‘The Open Method of Coordination’, PE 542.142. *European Parliamentary Research Service – European Parliament*. <https://www.europarl.europa.eu/EPRS/EPRS-AaG-542142-Open-Method-of-Coordination-FINAL.pdf>.  United Nations. 2015. *The Sustainable Development Goals (SDGs)*. Geneva: UN. <https://sdgs.un.org/goals>. | | |
| **14/ REVISION: The main themes of the course** | Revisiting the main concepts and conceptual models of the course. | Students are encouraged to participate in discussions. |
| NO MANDATORY READINGS: | | |

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| 8.2 Seminar | Teaching methods | Observations |
| 1/ Open discussion: What are public policies and why study them? | Interactive introductory discussion.  Exercises relevant for the topic. | Students are encouraged to participate in discussions. |
| NO MANDATORY READINGS. | | |
| **2/ What are public policies?**   * What are public policies? * Why do public policies exist? * Problems and public problems * The formulation / problematisation of public problems * Public policy domains (in Romania) | The presentation of key concepts and analytical distinctions in relation to the topic of the session.  Interactive discussion of examples. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
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| HOMEWORK 1 PUBLIC PROBLEMS AND THEIR PROBEMATISATION(S) (DDL: Thursday S4)  Identify a public problem of interest to you. Write a paper in which you discuss:  Contents:  The nature of the problem and the reasons why it is a *public* problem.  Identify one problematisation of the problem in the public domain: what kind of a problem / a problem of what nature is it represented to be (by someone in the media, by the Cabinet, by the President, Mayor etc.)?  What aspect is not part of this problematisation, but should be? Explain and justify.  What is the solution to this problematisation of the “problem” (if it exists)?  Why do you agree / disagree with this solution (at least 2 argued reasons)?  Form: Maximum 750 words plus references, attention to orthography and punctuation. Chicago-style citation and referencing rules apply. A single .docx (or .pdf) file / student: LastnameFirstnamestudent\_HW1.docx. | | |
| **3/ Public policies: How? Who? In what form?**   * How: carrying out public policies * Who: public policy actors * In what form: types of policies | The presentation of key concepts and analytical distinctions in relation to the topic of the session.  Interactive discussion of examples. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
| MANDATORY READINGS:  Esping-Andersen, Gosta. 2002. ‘Towards the Good Society, Once Again?’. In *Why We Need a New Welfare State*, ed. G. Esping-Andersen, 2-26. Oxford: Oxford University Press. Pp. 10-12 (ale .pdf, The Three Welfare Pillars).  Seeleib-Kaiser, Martin. 2008. ‘Welfare State Transformations in Comparative Perspective: Shifting Boundaries of ‘Public’ and ‘Private’ Social Policy?’. In *Welfare State Transformations: Comparative* Perspectives, ed. Martin Seeleib-Kaiser, 1-13. Basingstoke: Palgrave Macmillan. Pp. 10-12 (of chapter). | | |
| **4/ WHO: the role of the state in public policy**   * Brief history of public policies: the first public policies (domains) * The “governmentalisation” of the state * Functions of the state – from an economic perspective | The presentation of key concepts and analytical distinctions in relation to the topic of the session.  Interactive discussion of examples. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
| MANDATORY READINGS:  Dean, Mitchell. 1999. *Governmentality: Power and Rule in Modern Society*, London: Sage. Pp. 19-20 (of book).  Greve, Bent. 2022. *The Role of the Public Sector*. Cheltenham: Edward Elgar. Pp. 26-35 (of book).  RECOMMENDED READING:  Bates, Robert H. 2009. ‘The Role of the State in Development’. In *The Oxford Handbook of Political Economy*, eds. Barry R. Weingast and Donald A. Wittman, 708-22. Oxford: Oxford University Press. Pp. 712-715 (of chapter). | | |
| **5/ WHO: the state versus the market in public policy**   * Social insurance as a response to uncertainty * Pluses and minuses for the state * Pluses and minuses for the market | The presentation of key concepts and analytical distinctions in relation to the topic of the session.  Interactive discussion of examples. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
| MANDATORY READING:  Barr, N. (2001) *The Welfare State as Piggy Bank: Information, Risk, Uncertainty, and the Role of the State*, Oxford: Oxford University Press, Chapter 2 – The Market and Information. | | |
| **6/ IN WHAT FORM: What is the welfare state for? Beginnings**   * Alternatives to state social programmes * The origins of the first social programmes * The welfare state, initially: political accident, modernisation, political legitimacy, international competitiveness, … democracy * Communism: the state’s monopoly and universal access | The presentation of key concepts and analytical distinctions in relation to the topic of the session.  Interactive discussion of examples. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
| MANDATORY READINGS:  de Neubourg, Chris. 2009. ‘Social protection and Nation-Building: An Essay on Why and How Universalist Social Policy Contributes to Stable Nation-States’. In *Building Decent Societies: Rethinking the Role of Social Security in* Development, ed. Peter Townsend, 63-79. Basingstoke: ILO & Palgrave Macmillan. Pp. 63-7 (of chapter).  Rys, Vladimir. 1993 “Social security reform in Central Europe: Issues and Strategies”. *Journal of European Social Policy* 3 (3): 163-75.Pp. 163-170 (of article).  RECOMMENDED READINGS:  Delcea, Sergiu. 2021. „A nation of bureaucrats or a nation of workers? Welfare benefits as nation-building modernisation tools in interwar Romania”. *Journal of European Social Policy*, FirstView, 1-16. DOI: 10.1177/09589287211035700.  Inglot, Tomasz. 2008. *Welfare States in East Central Europe, 1919-2004*. Cambridge: Cambridge University Press. Pp. 54-60 (of volume).  Koven, Seth and Sonya Michel. 1990. “Womanly Duties: Maternalist Politics and the Origins of Welfare States in France, Germany, Great Britain, and the United States, 1880-1920”. *The American Historical Review* 95 (4): 1076-108.  Mares, Isabela and Michael E. Carnes. 2009. ‘Social Policy in Developing Countries’. *Annual Review of Political Science* 12 (1): 93-113. | | |
| **7/ Macroeconomic and micro-social transformations over the last 200 years**   * Social risks * Social and economic relations in agrarian societies & social risks * Social and economic relations in industrial societies * Post-industrial economic realities | The presentation of key concepts and analytical distinctions in relation to the topic of the session.  Interactive discussion of examples. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
| MANDATORY READING  Pierson, Christopher. 1994. *Beyond the Welfare State? The New Political Economy of Welfare*. Cambridge: Polity Press. Pp. 12-21 (of chapter). | | |
| **8/ IN WHAT FORM: The welfare state in the 21st century**   * Generic functions of the welfare state * Social risks, uncertainty, risk socialisation | The presentation of key concepts and analytical distinctions in relation to the topic of the session.  Interactive discussion of examples. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
| MANDATORY READINGS:  Taylor-Gooby, Peter. 2004. *New Risks, New Welfare: The Transformation of the European Welfare State*. Oxford: Oxford University Press. Pp. 1-6 (of .pdf).  Zutavern, Jan and Martin Kohli. 2021. ‘Needs and Risks in the Welfare State’. In *The Oxford Handbook of the Welfare State*, 2nd ed., eds. Daniel Beland, Kimberly Morgan, Herbet Obinger and Christopher Pierson, 241-258. Oxford: Oxford University Press. Pp. 246-258 (of chapter).  RECOMMENDED READINGS:  Barr, Nicholas. 2001. *The Welfare State as Piggy Bank: Information, Risk, Uncertainty, and the Role of the State*. Oxford: Oxford University Press, Chapter 1 – Introduction, pp. 1-6 (of .pdf).  Ferge, Zsuzsa. 1997. ‘The Changed Welfare Paradigm: The Individualisation of the Social’. *Social Policy & Administration* 31 (1): 20-44. Especially pp. 23-31 of article (pp. 4-12 of .pdf). | | |
| HOMEWORK 2 NEW SOCIAL RISKS IN ROMANIA (DDL: Thursday S11)  Zutavern and Kohli (2021) present statistics on a variety of indicators meant to capture new social risks in advanced post-industrial societies. Romania is not included in the list of countries discussed. Homework 2 consists of identifying (and visually representing) the evolution of 5 of these indicators in Romania using Eurostat data.  Contents:  The data cover 5 indicators discussed by Zutavern and Kohli (2021) – randomly chosen for you.  The data refer to time periods also, as well as multiple cohorts (if relevant)  The data include means of annual values (where relevant), and/or sums of annual variations (where relevant)  The data are based on Eurostat statistics.  Form: 5 tables with complete references, including the variable *code* in Eurostat. Include explanations for the methodology used to extract and aggregate data. Chicago-style citation and referencing rules apply. A single .docx (or .pdf) file / student: LastnameFirstnamestudent\_HW2.docx. | | |
| **9/ HOW: Financing public policies**   * Funding sources * Funding sources for social programmes: the state budget, social insurance funds, local resources, private sources * The structure of the state budget (Romania, compared) * External sources | The presentation of key concepts and analytical distinctions in relation to the topic of the session.  Interactive discussion of examples. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
| NO MANDATORY READINGS.  RECOMMENDED READING:  European Social Fund. 2022. ‘Strengthening Employment and Mobility’. *European Social Fund*, February 15 February. <https://ec.europa.eu/esf/main.jsp?catId=532&langId=en>.  European Social Fund. 2022. ‘Better Education’. *European Social Fund*, February 15 February. <https://ec.europa.eu/esf/main.jsp?catId=51&langId=en>.  European Social Fund. 2022. ‘Giving a Chance to All’. *European Social Fund*, February 15 February. <https://ec.europa.eu/esf/main.jsp?catId=50&langId=en>.  European Social Fund. 2022. ‘Better Public Services’. *European Social Fund*, February 15 February. <https://ec.europa.eu/esf/main.jsp?catId=55&langId=en>. | | |
| BONUS POINTS (DDL: Wednesday S14)  Make an itemised list of concepts and conceptual relationships that you would like discussed during the final revision (week 14).  Contents:  For each concept / conceptual relationship, detail briefly what has been understood;  For each, detail briefly what exactly needs explanation.  Form: Maximum one page, plus references. Attention to orthography and punctuation. Chicago-style citation and referencing rules apply. A single .docx (or .pdf) file / student: LastnameFirstnamestudent\_bonusHW.docx. | | |
| **10/ The source of public policies: The standard textbook model**   * What is social theory? * What are conceptual models? * The rational model to policy-making | The presentation of key concepts and analytical distinctions in relation to the topic of the session.  Interactive discussion of examples. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
| MANDATORY READING:  Ragin, Charles C., and Lisa M. Amoroso. 2011. *Constructing Social Research: The Unity and Diversity of Method*. 2nd ed. Los Angeles, CA: SAGE. Pp. 26-27 (section on social theory).  Rinfret, Sara R., Denise Scheberle and Michelle C. Pautz. 2019. *Public Policy: A Concise Introduction*, Thousand Oaks, CA.: CQ Press – Sage. Pp. 48-59 (of volume). | | |
| **11/ The legislative process underpinning public policies in Romania**   * Public policy as legislation * Legislation: the primacy of laws * Other legislation * The Romanian legislative process | The presentation of key concepts and analytical distinctions in relation to the topic of the session.  Interactive discussion of examples. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
| MANDATORY READINGS:  Camera Deputaților (Noiembrie 2023) „Regulamentul Camerei Deputaților – Cap. II (art. 84-163)”. *Camera Deputaților*, 18 ianuarie 2024. https://www.cdep.ro/pdfs/tab\_acte/regul\_cdep.pdf. (Varianta consolidată din 23 noiembrie 2023.)  Senatul (Decembrie 2023) „Regulamentul Senatului – Cap. II (art. 83-157)”. *Senatul*, 30 ianuarie 2024. https://www.senat.ro/pagini/reg\_sen/REGULAMENTUL\_SENATULUI\_republicare\_ianuarie\_2024.htm#\_ftn1. (Varianta publicată în M.O. 1144 din 19 decembrie 2023.) | | |
| **12/ The source of public policies: Constraints**   * The broader context: constraints * Democratic politics (elites and electorates) * The importance of inherited policies * Implementation * The economic context (permanent austerity) * Implications for policy formulation | The presentation of key concepts and analytical distinctions in relation to the topic of the session.  Interactive discussion of examples. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
| MANDATORY READINGS:  Dolowitz, David P. and David Marsh. 2000. ‘Learning from Abroad: The Role of Policy Transfer in Contemporary Policy Making’. *Governance* 13 (1): 5-24. Pp. 9 (of article) – Table 1.  Rinfret, Sara R., Denise Scheberle and Michelle C. Pautz. 2019. *Public Policy: A Concise Introduction*, Thousand Oaks, CA.: CQ Press – Sage. Pp. 43-47 (of volume).  RECOMMENDED READINGS:  Benson, David and Andrew Jordan. 2011. ‘What Have We Learned from Policy Transfer Research? Dolowitz and Marsh Revisited’. *Political Studies Review* 9 (3): 366-78. Pp. 372-373 (of article). | | |
| **13/ The source of public policies: Alternatives**   * Instead of the standard model, the multiple streams framework (MSF) * Models of policy change (reform) * Models of gradual policy change * The international diffusion of policies * The European dimension of public policies (OMC) * The international (global) dimension of public policies (SDGs) | The presentation of key concepts and analytical distinctions in relation to the topic of the session.  Interactive discussion of examples. | Students are expected to read the mandatory readings indicated in the syllabus.  Students are encouraged to participate in discussions. |
| MANDATORY READINGS:  Dolowitz, David P. and David Marsh. 2000. ‘Learning from Abroad: The Role of Policy Transfer in Contemporary Policy Making’. *Governance* 13 (1): 5-24. Pp. 7-14 (of article).  Mahoney, James and Kathleen Thelen. 2010. ‘A Theory of Gradual Institutional Change’. In *Explaining Institutional Change: Ambiguity, Agency, and Power*, ed. James Mahoney and Kathleen Thelen, 1-37. Cambridge: Cambridge University Press. Pp. 10-18 (of book).  Rinfret, Sara R., Denise Scheberle and Michelle C. Pautz. 2019. *Public Policy: A Concise Introduction*, Thousand Oaks, CA.: CQ Press – Sage. Pp. 59-61 (of book).  RECOMMENDED READINGS:  Prpic, Martina. 2014. ‘The Open Method of Coordination’, PE 542.142. *European Parliamentary Research Service – European Parliament*. <https://www.europarl.europa.eu/EPRS/EPRS-AaG-542142-Open-Method-of-Coordination-FINAL.pdf>.  United Nations. 2015. *The Sustainable Development Goals (SDGs)*. Geneva: UN. <https://sdgs.un.org/goals>. | | |
| **14/ REVISION: The main themes of the course** | Revisiting the main concepts and conceptual models of the course. | Students are encouraged to participate in discussions. |
| NO MANDATORY READINGS: | | |

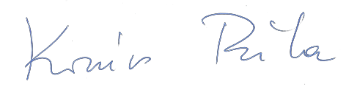
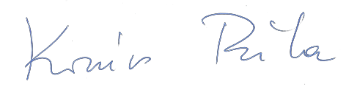
**9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program**

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| The course intends to familiarize students with key concepts, conceptual models and practices of Romanian public policy. The course intends, among others, to develop students’ knowledge of policy actors, rules, funding sources and, thus, their general understanding of social issues and public problems in contemporary Romania and around the world. By the end of the course students will be able to easily identify public problems, their problematisation(s) in the media, relate problems to generic structural social issues, search for statistics to assess the magnitude of the problem, understand the complexity and barriers to formulating effective policy responses, understanding the funding structure of public policies. |

**10. Evaluation**

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| --- | --- | --- | --- |
| Type of activity | 10.1 Evaluation criteria | 10.2 Evaluation methods | 10.3 Share in the grade (%) |
| 10.4 Course | Evaluation of students’ command of course contents, specifically key concepts and conceptual models.  Evolution of students’ clarity and accuracy in orally discussing course contents. | Oral exam. | 50% |
|
| 10.5 Seminar/laboratory | See components below. | According to the relevant rubrics. | 50% |
| Oral participation | With emphasis on the accuracy of responses to issues raised and the consistency of oral participation throughout the semester. | 20% |
| Homework 1 | See the relevant rubrics. | 15% |
| Homework 2 | See the relevant rubrics. | 15% |
| Bonus to the final grade - /14 | See the relevant rubrics. | 10% of the final grade |
| 10.6 Minimum performance standards | | | |
| In line with art. 29 (2) of The Rules governing Babeș-Bolyai University Students’ Status (<https://fspac.ubbcluj.ro/wp-content/uploads/2012/09/statutulstudentului.pdf>), students are required to participate in at least 75% of seminars, i.e. 11 out of 14 meetings. Students who do not meet this requirement cannot sit the final exam and cannot sit the remake exam either. In such cases, they need to retake the course in the following academic year.  The make-up exam includes the seminar component also (i.e. 50% of the final grade, oral participation and the two pieces of homework). The seminar component in the final grade cannot be modified as a result of the retake exam. If the student’s seminar performance does not meet the minimum requirements for passing the course, the student will have to retake the course in the following academic year.  Academic fraud is defined in line with the rules of the Faculty of Political, Administrative and Communication Sciences, Babeș-Bolyai University (<https://fspac.ubbcluj.ro/application/files/9715/6828/0474/Cod_etic_studenti.pdf>). Plagiarism and attempts at academic fraud of seminar homework and during exams are punished by granting grade 1 for the entire course and the discussion of the case in the Department’s staff meeting for taking further administrative steps.  Any academic paper relies on information with proper sources cited according to scientific rules. It is strongly recommended that you use a referencing style common in the social sciences (APA, MLA, Chicago, Harvard, Oxford etc.). The Department of Political Sciences recommends the use of APSA (the American Political Science Association) citation and referencing rules (Chicago style). If any other style is preferred, it should be used consistently throughout the paper. The evaluation of written assignments takes into account the correct use of the chosen citation style. | | | |

Date Course lecturer signature Seminar assistant signature

25 September 2024  

O imagine care conține scris de mână, caligrafie, scrisoare, cerneală

Descriere generată automat

Date of approval in the Department Head of Department’s signature

25 September 2024