

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
1.7 Location	Course: FSPAC 3, O206, Tuesdays, 10.00 am to noon Seminar: FSPAC 3, O206, Tuesdays, noon to 2.00 pm

2. Information about the discipline

2.1 Discipline title	Introduction to political economy (ULE1419)						
2.2 Course lecturer	Daniel Pop, PhD (daniel.pop@ubbcluj.ro) (office hours upon appointment: Tuesday, 8.00 am to 9.00 am FSPAC 2, 205)						
2.3 Seminar assistant	Daniel Pop, PhD (daniel.pop@ubbcluj.ro) (office hours upon appointment: Tuesday, 9.00 am to 10.00 am FSPAC 2, 205)						
2.4 Year of study	2	2.5 Semester	4	2.6. Evaluation type	E	2.7 Discipline type	compulsory
2.8 Discipline code	ULE1419						

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

3.1 Number of hours per week	4	of which: 3.2 course	2	3.3 seminar/laboratory	2
3.4 Total hours in the study plan	56	of which: 3.5 course	28	3.6 seminar/laboratory	28
Time distribution: 4 hours of classroom work and 3 hours of individual study.					hrs
Studying the manual, course reader, bibliography, and notes:					14
Supplementary documentation in the library, on electronic platforms and in the field:					10
Preparing seminars/laboratories, homework, syntheses, portfolios, and essays:					14
Tutorials					4
Examinations					2
Other activities:					
3.7 Total hours of individual study					38
3.8 Total hours per semester					100
3.9 Number of credits					4

4. Prerequisites (where applicable)

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

5. Conditions (where applicable)

5.1 for the course	<ul style="list-style-type: none"> In accordance with UBB and FSPAC regulations, attendance at the course lectures is not mandatory to pass the course. The subject taught by the teacher in the course is an integral part of the exam subject, complementary to the bibliography sent to the students and provided in the syllabus. The course is organised according to the schedule approved by the department and communicated to students at the beginning of the semester. Course recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for objective reasons. The recovery schedule is established in agreement with the students through their representatives.
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5.2 for the seminar/ laboratory	<ul style="list-style-type: none"> • Seminar attendance is mandatory for at least 75% of all seminar activities during the semester. Fulfilling the attendance criterion is a mandatory condition for entering the final exam. • The impossibility of participating in the seminar for objective reasons (medical situations, overlaps with schedules to other study programs in which the student is enrolled, other professional obligations that cannot be rescheduled, etc.) is announced to the course holder and the seminar holder at the beginning of the semester or as soon as they appear. • The seminar is organised according to the schedule approved by the department and sent to students at the beginning of the semester. • Seminar recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for objective reasons. The recovery schedule is established in agreement with the students through their representatives. <p>Note: The final exam includes a seminar component. If the student's work does not meet the seminar requirements to promote this discipline, the student will not be admitted to the final exam.</p>
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6. Accumulated specific competencies

Professional competencies	<ul style="list-style-type: none"> • Comprehension of the foundations of social and political theories for analysing and evaluating socio-political organisation. • Developing and managing projects, plans, programmes and socio-political actions. • The use of methodologies for the analysis of socio-political systems. • Designing policy strategies in local, regional, national and global contexts. • Supporting, promoting and communicating social and political ideas and values. • The development of reports and analyses regarding the evolution of local, regional, national, and international policy processes. • The identification of key concepts and methods to evaluate public policy processes and critical policy events. • The application of tools and instruments specific to comparative public policy analysis. • The use of domain-specific tools and instruments in evaluating political and policy processes.
Transversal competencies	<ul style="list-style-type: none"> • Ability to manage specific information for solving complex tasks (reception, transmission, processing, storage of information in profile documents), including through the advanced use of an international language. • The use of efficient work techniques in a multidisciplinary team corresponding to various hierarchical levels. • The ability to objectively assess (and self-assess) the need for professional training to insert and adapt to the labour market requirements. • Maintaining and developing professional networks. • Ability to work autonomously and responsibly. • Ability to assume roles or functions of activity management in professional groups and institutions. • Implement projects in conditions of autonomy and professional independence.

7. Discipline objectives (from the accumulated competencies grid)

7.1 General objective	<p>This course provides a general introduction to the extensive field of political economy. The principal aim of this course is to support students in their learning and comprehensive understanding and to master the general skills and competencies, as well as to acquire concepts and to become familiar with theories of people facing individual and collective decisions under constraint. To this end, the course will introduce basic economic concepts (microeconomics and macroeconomics) so that students can apply economic principles to studying politics and public policy. Finally, we will employ concepts from economics to real-world political events and processes.</p>
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7.2 Specific objectives	<p>The key specific objectives of the course include:</p> <ul style="list-style-type: none"> • To introduce students to the principal tenets of microeconomics and macroeconomics and to acquire the knowledge to apply economic theories to explain political behaviour effectively. • To problematise the market concept, operate effectively with conditions of market failures, and differentiate effectively among types of private and public goods. • Students will be able to discuss the principal arguments in favour of and against state intervention in the market and to analyse and describe possible solutions to market failures. • To help students acquire the skills and competencies and learn about the key analytical tools necessary to comprehend and elaborate political economic analyses. • To problematise the limitations of the field and present students with the principal lines of inquiry seeking to develop the political economy further as a standalone multi-disciplinary field of scientific inquiry. • To help students acquire the competencies to explain current events through the lenses of incentives and institutions.
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8. Contents

8.1 Course	Teaching methods	Observations
Week 1. Introduction to the intersection between politics and economics. Review of syllabus	Introduction and explanation of key course concepts and theories.	Students are required to read the literature indicated in the syllabus.
Week 2. Economics methods in political science - utility concepts Taylor, Timothy et al. 2017. ch. 1.	Exposure to a set of concepts and theories, such as: choice in the world of scarce resources; production possibilities frontier and social choices; resource allocation problems.	Students are required to read the literature indicated in the syllabus.
Week 3. Individual and collective choice under scarcity Taylor, Timothy et al. 2017. ch. 2.	Exposure to a set of concepts and theories, such as: choice in the world of scarce resources; production possibilities frontier and social choices; resource allocation problems.	Students are required to read the literature indicated in the syllabus.
Week 4. Demand and supply Taylor, Timothy et al. 2017. ch. 3.	Exposure to a set of concepts and theories, such as ceteris paribus, factors of production, consumer surplus, deadweight loss, law of demand, law of supply.	Students are required to read the literature indicated in the syllabus.
Week 5. Elasticity and consumer choices Taylor, Timothy et al. 2017. ch. 5.	Exposure to a set of concepts and theories, such as elasticity concepts, tax incidence.	Students are required to read the literature indicated in the syllabus
Week 6. Consumer choice Taylor, Timothy et al. 2017. ch. 6.	Exposure to a set of concepts and theories, such as behavioural economics, budget constraint, diminishing marginal utility, fungible, substitution effect, total utility.	Students are required to read the literature indicated in the syllabus.
Week 7. Competition, monopoly and oligopoly Taylor, Timothy et al. 2017. ch. 8, 9 and 10.	Exposure to a set of concepts and theories, such as marginal revenue, long-run equilibrium, perfect competition, price taker, shutdown point, allocative efficiency, barriers to entry, copyright, intellectual property, legal monopoly, cartel, duopoly, prisoner's dilemma, product differentiation.	Students are required to read the literature indicated in the syllabus.
Week 8. Externalities Taylor, Timothy et al. 2017. ch. 12 and 13.	Exposure to a set of concepts and theories, such as externality, command-and-control regulation, market failure, pollution charge, social costs, spillover.	Students are required to read the literature indicated in the syllabus.
Week 9. Poverty and economic inequality Taylor, Timothy et al. 2017. ch. 15.	Exposure to a set of concepts and theories, such as income inequality, Lorenz curve, GINI, near-poor, poverty line, poverty trap, redistribution, wealth.	Students are required to read the literature indicated in the syllabus.

Week 10. Public economy Taylor, Timothy et al. 2017. ch. 15.	Exposure to a set of concepts and theories, such as median voter theory, logrolling, pork-barrel spending, rational ignorance, special interest groups, voting cycle. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
Week 11. The Aggregate Demand/Aggregate Supply Model Taylor, Timothy et al. 2017. ch. 24.	Exposure to a set of concepts and theories, such as aggregate demand/aggregate supply model, full-employment GDP, intermediate zone, Keynesian zone, Keynes' law, neoclassical economists, Say's law, stagflation.	Students are required to read the literature indicated in the syllabus.
Week 12. Keynesianism Taylor, Timothy et al. 2017. ch. 25.	Exposure to a set of concepts and theories, such as contractionary fiscal policy, coordination argument, expansionary fiscal policy, inflationary gap, Phillips curve, sticky wages and prices.	Students are required to read the literature indicated in the syllabus.
Week 13. Government Budget and Fiscal Policy Taylor, Timothy et al. 2017. ch. 30.	Exposure to a set of concepts and theories, such as automatic stabilizers, balanced budget, budget deficit/surplus, corporate income tax, taxation, implementation lag, national debt, standardized employment budget.	Students are required to read the literature indicated in the syllabus.
Week 14. Review	Review of course.	

Bibliography

Taylor, Timothy, Steven A. Greenlaw, and David Shapiro. 2017. *Principles of Economics 2e*. Suwanee, GA: 12th Media Services.

Recommended readings:

Acemoglu, Daron, Michael Golosov, and Aleh Tsyvinski. 2008. "Political Economy of Mechanisms." *Econometrica* 76, no. 3: 619–41. <http://www.jstor.org/stable/40056459>.

Amadi, Luke. 2020. "Globalization and the Changing Liberal International Order: A Review of the Literature." *Research in Globalization* 2(100015): 100015. <http://dx.doi.org/10.1016/j.resglo.2020.100015>.

Arrow, J. Kenneth. 1963. *Social Choice and Individual Values*. New York, NY, USA: Wiley: New York. *Cowles Foundation for Research in Economics at Yale University*.

Austen-Smith, David. 2006. "Economic Methods in Positive Political Theory". In Weingast, Barry R., and Donald Wittman, eds. 2006. *The Oxford Handbook of Political Economy*. London, England: Oxford University Press.

Corsetti, Giancarlo et al. 2019. "Macroeconomic Stabilization, Monetary-Fiscal Interactions, and Europe's Monetary Union." *European journal of political economy* 57: 22–33. <http://dx.doi.org/10.1016/j.ejpoleco.2018.07.001>.

de Haan, Jakob. 2020. "Some Reflections on the Political Economy of Monetary Policy." *Review of economics* 70(3): 213–28. <http://dx.doi.org/10.1515/roe-2019-2001>.

Downs, Anthony. 1957. "An Economic Theory of Political Action in a Democracy." *The journal of political economy* 65(2): 135–50. <http://dx.doi.org/10.1086/257897>.

Elkjær, Mads Andreas, and Michael Baggesen Klitgaard. 2021. "Economic Inequality and Political Responsiveness: A Systematic Review." *Perspectives on politics*: 1–20. <http://dx.doi.org/10.1017/s1537592721002188>.

Esping-Andersen, Gøsta. 2019. "The Three Political Economies of the Welfare State." In *The Study of Welfare State Regimes*, Routledge, 92–123.

Hacker, Jacob S., Alexander Hertel-Fernandez, Paul Pierson, and Kathleen Thelen. 2022. "The American Political Economy: Markets, Power, and the Meta Politics of US Economic Governance." *Annual review of political science (Palo Alto, Calif.)* 25(1): 197–217. <http://dx.doi.org/10.1146/annurev-polisci-051120-013916>.

Kuntsman, A. and Miyake, E. 2022. "Automated Governance: Digital Citizenship in the Age of Algorithmic Cruelty" in *Paradoxes of Digital Disengagement: In Search of the Opt-Out Button*. Pp. 41–58. London: University of Westminster Press. DOI: <https://doi.org/10.16997/book61.c>. License: CC-BY-NC-ND 4.0

Maweje, Joseph, and Nicholas M. Odhiambo. 2020. "The Determinants of Fiscal Deficits: A Survey of Literature." *International review of economics* 67(3): 403–17. <http://dx.doi.org/10.1007/s12232-020-00348-8>.

Moulin, Hervé. 2006. "Social Choice." In Weingast, Barry R., and Donald Wittman, eds. 2006 *The Oxford Handbook of Political Economy*, Oxford University Press, 373–89.

Mueller, Dennis C. 2015. "Public Choice, Social Choice, and Political Economy." *Public choice* 163(3–4): 379–87. <http://dx.doi.org/10.1007/s11127-015-0244-0>.

Saari, Donald G. 2009. "A Tool Kit for Voting Theory." In Weingast, Barry R., and Donald Wittman, eds. 2006. *The Oxford Handbook of Political Economy*, Oxford University Press, 390–407.

Vachudova, Milada Anna. 2021. "Populism, Democracy, and Party System Change in Europe." *Annual review of political science* (Palo Alto, Calif.) 24(1): 471–98. <http://dx.doi.org/10.1146/annurev-polisci-041719-102711>.

8.2 Seminar/laboratory	Teaching methods	Observations
Week 1. Introduction and seminar activities review Taylor, Timothy et al. 2017. ch. 1.	Introduction of the syllabus. Case study illustrations of economics, politics and political economy. Concepts of power vs. exchange.	Students must read the literature indicated in the syllabus and engage in seminar debates.
Week 2. Demand and supply Taylor, Timothy et al. 2017. ch. 2.	Interactive discussion of examples. Problems solving.	Students must read the literature indicated in the syllabus and engage in seminar debates.
Week 3. Labour and financial markets Taylor, Timothy et al. 2017. ch. 4.	Interactive discussion of examples. Problems solving.	Students must read the literature indicated in the syllabus and engage in seminar debates.
Week 4. Efficiency Taylor, Timothy et al. 2017. ch. 3.	Interactive discussion of examples. Problems solving.	Students must read the literature indicated in the syllabus and engage in seminar debates.
Week 5. Elasticity as a public policy question Taylor, Timothy et al. 2017. ch. 5.	Interactive discussion of examples. Problems solving.	Students must read the literature indicated in the syllabus and engage in seminar debates.
Week 6. Industry Structure Taylor, Timothy et al. 2017. ch. 7.	Interactive discussion of examples. Problems solving.	Students must read the literature indicated in the syllabus and engage in seminar debates.
Week 7. Clientelism Hicken, Allen, and Noah L. Nathan. 2020.	Interactive discussion of examples. Problems solving.	Students must read the literature indicated in the syllabus and engage in seminar debates.
Week 8. Positive externalities Taylor, Timothy et al. 2017. ch. 13, 21.	Interactive discussion of examples. Problems solving.	Students must read the literature indicated in the syllabus and engage in seminar debates.
Week 9. Labour markets, income and unemployment Taylor, Timothy et al. 2017. ch. 14.	Interactive discussion of examples. Problems solving.	Students must read the literature indicated in the syllabus and engage in seminar debates.
Week 10. The macroeconomic Perspective Taylor, Timothy et al. 2017. ch. 19.	Interactive discussion of examples. Problems solving.	Students must read the literature indicated in the syllabus and engage in seminar debates.
Week 11. Inclusive growth Taylor, Timothy et al. 2017. ch. 30 & 31.	Interactive discussion of examples. Problems solving.	Students must read the literature indicated in the syllabus and engage in seminar debates.
Week 12. Protectionism Taylor, Timothy et al. 2017. ch. 34.	Interactive discussion of examples. Problems solving.	Students must read the literature indicated in the syllabus and engage in seminar debates.
Week 13. Government borrowing Taylor, Timothy et al. 2017. ch. 31.	Interactive discussion of examples. Problems solving on Ricardian equivalence, and twin deficits	Students must read the literature indicated in the syllabus and engage in seminar debates.
Week 14. Student paper presentations		

Selected bibliography

Taylor, Timothy, Steven A. Greenlaw, and David Shapiro. 2017. *Principles of Economics 2e*. Suwanee, GA: 12th Media Services.

Hicken, Allen, and Noah L. Nathan. 2020. "Clientelism's Red Herrings: Dead Ends and New Directions in the Study of Nonprogrammatic Politics." *Annual review of political science* (Palo Alto, Calif.) 23(1): 277–94. <http://dx.doi.org/10.1146/annurev-polisci-050718-032657>.

Recommended readings:

Benczes, István, and Krisztina Szabó. 2022. "An Economic Understanding of Populism: A Conceptual Framework of the Demand and the Supply Side of Populism." *Political studies review*: 147892992211094. <http://dx.doi.org/10.1177/14789299221109449>.

Cerra, Valerie, Ruy Lama, and Norman Loayza. 2021. "Links between Growth, Inequality, and Poverty." In *How to Achieve Inclusive Growth*, Oxford University Press, 32–73.

Dutzler, Barbara and Johnson, Simon and Muthoora, Priscilla. 2021. The Political Economy of Inclusive Growth: A Review (March 1, 2021). *IMF Working Paper* No. 2021/082, Available at SSRN: <https://ssrn.com/abstract=4026258>

Gronow, Jukka. 2020. "What is Money?" In *Deciphering Markets and Money*. Saint Philip Street Press.

Kuziemski, Maciej, and Gianluca Misuraca. 2020. "AI Governance in the Public Sector: Three Tales from the Frontiers of Automated Decision-Making in Democratic Settings." *Telecommunications policy* 44(6): 101976. <http://dx.doi.org/10.1016/j.telpol.2020.101976>.

Maggi, Giovanni, and Ralph Ossa. 2021. "The Political Economy of Deep Integration." *Annual review of economics* 13(1): 19–38. <http://dx.doi.org/10.1146/annurev-economics-121020-032425>.

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 will synthesise the key and core concepts, notions, and theories in the field of political economy during the undergraduate learning cycle. This way, the course helps students further understand the nature of their professional formation and the practical utility of their acquired skills and competencies in the labour market. From the employer's point of view, graduates' mastery in understanding political economy theories and methods and the related distribution of welfare effects.

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.	The written final exam.	50%
10.5 Seminar/ laboratory	Work in the seminars	Substantive contributions to the discussions of the seminar.	15%
		Weekly quiz. No retakes.	20%
		Case presentation	15%

10.6 Minimum performance standard

Course attendance is not compulsory but strongly recommended. Grading:

- Students must attend at least 75% of seminars, complete assigned readings, and engage actively in seminar activities (15%). A 15-minute weekly quiz will be applied at the beginning of each seminar (20% of the final grade).
- Students will also prepare and deliver a prior agreed original case presentation during the semester following the format requirements and guidelines provided by the instructor. This will count for 15% of your final grade.
- A written final exam comprising all course readings will be up to 50% of the final grade. Failing to obtain a passing grade (at least a 50% score) on the final exam implies failing the class.

Any academic paper relies on information with proper sources cited according to scientific rules. Using one of the existing bibliographical styles (APA, MLA, Chicago, etc.) is strongly recommended. The Department of Political Sciences recommends using the [APSA](#) style (American Political Science Association). If any other style is preferred, it should be used consistently throughout the paper. Evaluation of the papers will also consider the correct use of the bibliographical style.