

SYLLABUS
Public policy
2024-2025

1. Information regarding the programme

1.1. Higher education institution	Babeş-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 programme/Qualification	Political Science
1.7. Form of education	Full-time

2. Information regarding the discipline

2.1. Name of the discipline	Public policy	Discipline code	ULE1417
2.2. Course coordinator	Lector (Assistant professor) Dr. Borbála Kovács borbala.kovacs@ubbcluj.ro		
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. Discipline regime	DS

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

3.1. Hours per week	3	of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4. Total hours in the curriculum	42	of which: 3.5 course	28	3.6 seminar/lab	14
Time allotment for individual study (ID) and self-study activities (SA)					hours
Learning using manual, course support, bibliography, course notes (SA)					
Additional documentation (in libraries, on electronic platforms, field documentation)					2x14
Preparation for seminars/labs, homework, papers, portfolios and essays					1x14
Tutorials					
Evaluations					4
Other activities:					
3.7. Total individual study hours					56
3.8. Total hours per semester					98
3.9. Number of ECTS credits					4

4. Prerequisites (if necessary)

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

5. Conditions (if necessary)

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, Babeş-Bolyai University: https://fspac.ubbcluj.ro/application/files/9715/6828/0474/Cod_etice_studentsi.pdf
5.2. for the seminar /lab activities	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

Professional/essential competencies	<p>By the end of the course students will have to:</p> <ul style="list-style-type: none"> • 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	<p>By the end of the course students will be able to:</p> <ul style="list-style-type: none"> • 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)

7.1 General objective of the discipline	<p>The 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.</p> <p>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.</p>
7.2 Specific objective of the discipline	<p>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.</p>

8. Content

8.1 Course	Teaching methods	Remarks
<p>1/ Introduction Logistics: i/ Presentation of the course, of requirements, of evaluation.</p> <p>Open discussion: ii/ What are public policies and why study them?</p>	<p>Discussion of course logistics. Interactive introductory discussion.</p>	<p>Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.</p>
<p>MANDATORY READINGS:</p> <ul style="list-style-type: none"> • Course syllabus • Department of Political Science students' ethical code: https://fspac.ubbcluj.ro/application/files/9715/6828/0474/Cod_etice_studenti.pdf. 		
<p>2/ What are public policies?</p> <ul style="list-style-type: none"> • What are public policies? • Why do public policies exist? • Problems and public problems • The formulation / problematisation of public problems • Public policy domains (in Romania) 	<p>The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.</p>	<p>Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.</p>
<p>MANDATORY READINGS: Page, Edward C. 2008. 'Chapter 10. The Origins of Policy'. In <i>The Oxford Handbook of Public Policy</i>, eds. Michael Moran, Martin Rein and Robert E. Goodin, 207-27. Oxford: Oxford University Press. 210-211 (of chapter).</p>		

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 [Romanian Cabinet]. 2025. Organizare – Ministere [Organisation – Ministries]. *Guvernul României*, February 10. <https://gov.ro/ro/guvernul/organizare/ministere>.

RECOMMENDED READING:

Bacchi, Carol. 2009. *Analysing Policy: What's the Problem Represented to Be?*, Frenchs Forest: Pearson Australia. Pp. **ix-xiv (of volume)**.

<p>3/ Public policies: How? Who? In what form?</p> <ul style="list-style-type: none"> • How: carrying out public policies • Who: public policy actors • In what form: types of policies 	<p>The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.</p>	<p>Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.</p>
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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)**.

<p>4/ WHO: the role of the state in public policy</p> <ul style="list-style-type: none"> • Brief history of public policies: the first public policies (domains) • The "governmentalisation" of the state • Functions of the state – from an economic perspective 	<p>The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.</p>	<p>Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.</p>
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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)**.

<p>5/ WHO: the state versus the market in public policy</p> <ul style="list-style-type: none"> • Social insurance as a response to uncertainty • Pluses and minuses for the state • Pluses and minuses for the market 	<p>The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.</p>	<p>Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.</p>
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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**.

<p>6/ IN WHAT FORM: What is the welfare state for? Beginnings</p> <ul style="list-style-type: none"> • 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 	<p>The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.</p>	<p>Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.</p>
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MANDATORY 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.

Marshall, Thomas Humphrey. 2006[1950]. 'Citizenship and Social Class'. In *The Welfare State Reader*, ed. Christopher Pierson and Francis G. Castles, 30-39. Cambridge: Polity.

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:

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)**.

Inglot, Tomasz. 2008. *Welfare States in East Central Europe, 1919-2004*. Cambridge: Cambridge University Press. Pp. **54-60 (of volume)**.

Mares, Isabela and Michael E. Carnes. 2009. 'Social Policy in Developing Countries'. *Annual Review of Political Science* 12 (1): 93-113.

<p>7/ Macroeconomic and micro-social transformations over the last 120 years</p> <ul style="list-style-type: none"> • Social risks • Social and economic relations in industrial societies • Post-industrial economic realities 	<p>The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.</p>	<p>Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.</p>
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MANDATORY READING:

Pierson, Christopher. 1994. *Beyond the Welfare State? The New Political Economy of Welfare*. Cambridge: Polity Press. Pp. **12-21 (of chapter)**.

<p>8/ IN WHAT FORM: The welfare state in the 21st century</p> <ul style="list-style-type: none"> • Generic functions of the welfare state • Social risks, uncertainty, risk socialisation 	<p>The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.</p>	<p>Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.</p>
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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)**.

<p>9/ HOW: Financing public policies</p> <ul style="list-style-type: none"> • 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 • Local government financing 	<p>The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.</p>	<p>Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.</p>
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MANDATORY READING:

Legea 273 din 2006 privind finanțele publice locale, forma consolidată. 2025. Portal legislativ, 19 februarie. <https://legislatie.just.ro/Public/DetaliuDocument/73527>.

RECOMMENDED READINGS:

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*, 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*, 15 February. <https://ec.europa.eu/esf/main.jsp?catId=50&langId=en>.

European Social Fund. 2022. 'Better Public Services'. *European Social Fund*, 15 February. <https://ec.europa.eu/esf/main.jsp?catId=55&langId=en>.

10/ The source of public policies: The standard model <ul style="list-style-type: none"> • What is social theory and its role in deductive social science? • What are conceptual models? • The standard 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.
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MANDATORY READINGS:

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 <ul style="list-style-type: none"> • 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.
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MANDATORY READINGS:

Camera Deputaților (2025) „Regulamentul Camerei Deputaților – Cap. II (art. 84-163)”. *Camera Deputaților*, martie 2025. https://www.cdep.ro/pdfs/tab_acte/regul_cdep_27-03-2025.pdf. (Varianta actualizată din 27 martie 2025.)

Senatul (2025) „Regulamentul Senatului – Cap. II (art. 83-168)”. *Senatul*, noiembrie 2025. <https://www.senat.ro/default.aspx?Sel=C0599D3D-8446-436B-8E22-3338ACA9B00E>.

12/ The source of public policies: Constraints <ul style="list-style-type: none"> • The broader context: constraints <ul style="list-style-type: none"> ○ Democratic politics (elites and electorates) ○ The importance of inherited policies ○ The economic context (permanent austerity) • The European dimension 	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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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. 2021. *Public Policy: A Concise Introduction*, Thousand Oaks, CA.: CQ Press – Sage. **Pp. 43-47 (of volume)**.

Schmidt, Manfred G. 2021. 'European and National Social Policy'. In *The Oxford Handbook of the Welfare State*, 2nd ed., 397–416. Oxford: Oxford University Press.

13/ REVISION: The main themes of the course	Revisiting the main concepts and conceptual models of the course.	Students are encouraged to participate in discussions.
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NO MANDATORY READINGS.

8.2 Seminar	Teaching methods	Remarks
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? <ul style="list-style-type: none"> • 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.
<p>MANDATORY READINGS: Page, Edward C. 2008. 'Chapter 10. The Origins of Policy'. In <i>The Oxford Handbook of Public Policy</i>, eds. Michael Moran, Martin Rein and Robert E. Goodin, 207-27. Oxford: Oxford University Press. 210-211 (of chapter).</p> <p>Rinfret, Sara R., Denise Scheberle and Michelle C. Pautz. 2019. <i>Public Policy: A Concise Introduction</i>, Thousand Oaks, CA.: CQ Press – Sage. Pp. 27-28 (of volume).</p> <p>Guvernul României [Romanian Cabinet]. 2025. Organizare – Ministere [Organisation – Ministries]. <i>Guvernul României</i>, February 10. https://gov.ro/ro/guvernul/organizare/ministere.</p> <p>RECOMMENDED READING: Bacchi, Carol. 2009. <i>Analysing Policy: What's the Problem Represented to Be?</i>, Frenchs Forest: Pearson Australia. Pp. ix-xiv (of volume).</p>		
<p>HOMEWORK 1 PUBLIC PROBLEMS AND THEIR PROBLEMATISATION(S) (DDL: Thursday S4) Identify a public problem of interest to you. ! AVOID complex problems, such as the climate emergency, disinformation online, the Ukrainian conflict. Instead, I recommend local/ locally relevant issues, regardless of locale.</p> <p>Write a paper in which you discuss: Contents:</p> <ul style="list-style-type: none"> • The nature of the problem and the reasons why it is a <i>public</i> 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)? • Is there a better solution? On what grounds would it be better? If not, why not? <p>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.</p>		
3/ Public policies: How? Who? In what form? <ul style="list-style-type: none"> • 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.
<p>MANDATORY READINGS: Esping-Andersen, Gosta. 2002. 'Towards the Good Society, Once Again?'. In <i>Why We Need a New Welfare State</i>, ed. Gosta Esping-Andersen, 2-26. Oxford: Oxford University Press. Pp. 10-12 (of .pdf, The Three Welfare Pillars).</p> <p>Seeleib-Kaiser, Martin. 2008. 'Welfare State Transformations in Comparative Perspective: Shifting Boundaries of 'Public' and 'Private' Social Policy?'. In <i>Welfare State Transformations: Comparative Perspectives</i>, ed. Martin Seeleib-Kaiser, 1-13. Basingstoke: Palgrave Macmillan. Pp. 10-12 (of chapter).</p>		
4/ WHO: the role of the state in public policy <ul style="list-style-type: none"> • Brief history of public policies: the first public policies (domains) • The “governmentalisation” of the state 	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.

<ul style="list-style-type: none"> • Functions of the state – from an economic perspective 		
<p>MANDATORY READINGS: Dean, Mitchell. 1999. <i>Governmentality: Power and Rule in Modern Society</i>, London: Sage. Pp. 19-20 (of book).</p> <p>Greve, Bent. 2022. <i>The Role of the Public Sector</i>. Cheltenham: Edward Elgar. Pp. 26-35 (of book).</p> <p>RECOMMENDED READING: Bates, Robert H. 2009. 'The Role of the State in Development'. In <i>The Oxford Handbook of Political Economy</i>, eds. Barry R. Weingast and Donald A. Wittman, 708-22. Oxford: Oxford University Press. Pp. 712-715 (of chapter).</p>		
<p>5/ WHO: the state versus the market in public policy</p> <ul style="list-style-type: none"> • Social insurance as a response to uncertainty • Pluses and minuses for the state • Pluses and minuses for the market 	<p>The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.</p>	<p>Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.</p>
<p>MANDATORY READING: Barr, Nicholas. 2001. <i>The Welfare State as Piggy Bank: Information, Risk, Uncertainty, and the Role of the State</i>. Oxford: Oxford University Press. Chapter 2 – The Market and Information.</p>		
<p>6/ IN WHAT FORM: What is the welfare state for? Beginnings</p> <ul style="list-style-type: none"> • 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 	<p>The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.</p>	<p>Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.</p>
<p>MANDATORY READINGS: Delcea, Sergiu. 2021. "A nation of bureaucrats or a nation of workers? Welfare benefits as nation-building modernisation tools in interwar Romania". <i>Journal of European Social Policy</i>, FirstView, 1-16. DOI: 10.1177/09589287211035700.</p> <p>Marshall, Thomas Humphrey. 2006[1950]. 'Citizenship and Social Class'. In <i>The Welfare State Reader</i>, ed. Christopher Pierson and Francis G. Castles, 30-39. Cambridge: Polity.</p> <p>Rys, Vladimir. 1993 "Social security reform in Central Europe: Issues and Strategies". <i>Journal of European Social Policy</i> 3 (3): 163-75. Pp. 163-170 (of article).</p> <p>RECOMMENDED 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 <i>Building Decent Societies: Rethinking the Role of Social Security in Development</i>, ed. Peter Townsend, 63-79. Basingstoke: ILO & Palgrave Macmillan. Pp. 63-7 (of chapter).</p> <p>Inglot, Tomasz. 2008. <i>Welfare States in East Central Europe, 1919-2004</i>. Cambridge: Cambridge University Press. Pp. 54-60 (of volume).</p> <p>Mares, Isabela and Michael E. Carnes. 2009. 'Social Policy in Developing Countries'. <i>Annual Review of Political Science</i> 12 (1): 93-113.</p>		
<p>7/ Macroeconomic and micro-social transformations over the last 200 years</p> <ul style="list-style-type: none"> • Social risks • Social and economic relations in agrarian societies & social risks • Social and economic relations in industrial societies • Post-industrial economic realities 	<p>The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.</p>	<p>Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.</p>
<p>MANDATORY READING:</p>		

Pierson, Christopher. 1994. *Beyond the Welfare State? The New Political Economy of Welfare*. Cambridge: Polity Press. Pp. **12-21 (of chapter)**.

<p>8/ IN WHAT FORM: The welfare state in the 21st century</p> <ul style="list-style-type: none"> • Generic functions of the welfare state • Social risks, uncertainty, risk socialisation 	<p>The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.</p>	<p>Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.</p>
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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.**

<p>9/ HOW: Financing public policies</p> <ul style="list-style-type: none"> • 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 • Local government funding 	<p>The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.</p>	<p>Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.</p>
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MANDATORY READING:

Legea 273 din 2006 privind finanțele publice locale, forma consolidată. 2025. Portal legislativ, 19 februarie. <https://legislatie.just.ro/Public/DetaliiDocument/73527>.

RECOMMENDED READINGS:

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*, 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*, 15 February. <https://ec.europa.eu/esf/main.jsp?catId=50&langId=en>.

<p>European Social Fund. 2022. 'Better Public Services'. <i>European Social Fund</i>, 15 February. https://ec.europa.eu/esf/main.jsp?catId=55&langId=en.</p>		
<p>10/ The source of public policies: The standard model</p> <ul style="list-style-type: none"> • What is social theory? • What are conceptual models? • The standard model to policy-making 	<p>The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.</p>	<p>Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.</p>
<p>MANDATORY READINGS: Ragin, Charles C., and Lisa M. Amoroso. 2011. <i>Constructing Social Research: The Unity and Diversity of Method</i>. 2nd ed. Los Angeles, CA: SAGE. Pp. 26-27 (section on social theory).</p> <p>Rinfret, Sara R., Denise Scheberle and Michelle C. Pautz. 2019. <i>Public Policy: A Concise Introduction</i>, Thousand Oaks, CA.: CQ Press – Sage. Pp. 48-59 (of volume).</p>		
<p>11/ The legislative process underpinning public policies in Romania</p> <ul style="list-style-type: none"> • Public policy as legislation • Legislation: the primacy of laws • Other legislation <p>The Romanian legislative process</p>	<p>The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.</p>	<p>Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.</p>
<p>MANDATORY READINGS: Camera Deputaților (2025) „Regulamentul Camerei Deputaților – Cap. II (art. 84-163)”. <i>Camera Deputaților</i>, martie 2025. https://www.cdep.ro/pdfs/tab_acte/regul_cdep_27-03-2025.pdf. (Varianta actualizată din 27 martie 2025.)</p> <p>Senatul (2025) „Regulamentul Senatului – Cap. II (art. 83-168)”. <i>Senatul</i>, noiembrie 2025. https://www.senat.ro/default.aspx?Sel=C0599D3D-8446-436B-8E22-3338ACA9B00E.</p>		
<p>12/ The source of public policies: Constraints</p> <ul style="list-style-type: none"> • The broader context: constraints <ul style="list-style-type: none"> ○ Democratic politics (elites and electorates) ○ The importance of inherited policies ○ The economic context (permanent austerity) • The European dimension 	<p>The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.</p>	<p>Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.</p>
<p>MANDATORY READINGS: Dolowitz, David P. and David Marsh. 2000. 'Learning from Abroad: The Role of Policy Transfer in Contemporary Policy Making'. <i>Governance</i> 13 (1): 5-24. Pp. 9 (of article) – Table 1.</p> <p>Rinfret, Sara R., Denise Scheberle and Michelle C. Pautz. 2021. <i>Public Policy: A Concise Introduction</i>, Thousand Oaks, CA.: CQ Press – Sage. Pp. 43-47 (of volume).</p> <p>Schmidt, Manfred G. 2021. 'European and National Social Policy'. In <i>The Oxford Handbook of the Welfare State</i>, 2nd ed., 397–416. Oxford: Oxford University Press.</p> <p>RECOMMENDED READING: Benson, David and Andrew Jordan. 2011. 'What Have We Learned from Policy Transfer Research? Dolowitz and Marsh Revisited'. <i>Political Studies Review</i> 9 (3): 366-78. Pp. 372-373 (of article).</p>		
<p>BONUS HOMEWORK [DDL: end of penultimate week] Write up, in an itemised fashion, concepts, relationships, explanations that need further clarification.</p> <p>Contents</p> <ul style="list-style-type: none"> - Describe what you have understood and is clear; - Building on what you know, articulate what needs further clarification. <p>Chicago-style citation and referencing rules apply. A single .docx (or .pdf) file / student: LastnameFirstnamestudent_BonusHW.docx.</p>		
<p>13/ REVISION</p>		

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

The course intends to familiarise 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

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final 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	See components below.	According to the relevant rubrics.	50%
	Oral participation	See the relevant rubrics, with emphasis on the accuracy of responses to issues raised and the consistency of oral participation throughout the semester.	15%
	Homework 1	See the relevant rubrics.	15% + 5%
	Homework 2	See the relevant rubrics.	20% + 5%
	Bonus to the final grade /14	See the relevant rubrics.	10% of the final grade

10.6 Minimum standards of performance

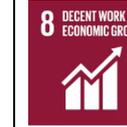
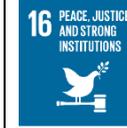
In line with art. 29 (2) of The Rules governing Babeş-Bolyai University Students' Status (<https://fspac.ubbcluj.ro/wp-content/uploads/2012/09/statutulstudentului.pdf>), students are required to participate in **at least 75% of seminars**, i.e. 11 out of 14 meetings. Students who do not meet this requirement 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, Babeş-Bolyai University (https://fspac.ubbcluj.ro/application/files/9715/6828/0474/Cod_eti_c_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.

11. Labels ODD (Sustainable Development Goals)

 <p>1 NO POVERTY</p>	 <p>3 GOOD HEALTH AND WELL-BEING</p>	 <p>4 QUALITY EDUCATION</p>	 <p>5 GENDER EQUALITY</p>	 <p>6 CLEAN WATER AND SANITATION</p>	 <p>7 AFFORDABLE AND CLEAN ENERGY</p>	 <p>8 DECENT WORK AND ECONOMIC GROWTH</p>	 <p>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>	 <p>10 REDUCED INEQUALITIES</p>
 <p>11 SUSTAINABLE CITIES AND COMMUNITIES</p>	 <p>13 CLIMATE ACTION</p>	 <p>14 LIFE BELOW WATER</p>	 <p>15 LIFE ON LAND</p>	 <p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p>				

Date:
20 February 2026

Signature of the course convener

Signature of the seminar convener

Date of approval:

Signature of the Head of department: