



## COURSE SYLLABUS

### 1. Information about the program

1.1 Higher Education Institution	<b>Babeş-Bolyai University</b>
1.2 Faculty	<b>European Studies</b>
1.3 Department	<b>European Studies and Governance</b>
1.4 Field of study	<b>International Relations and European Studies</b>
1.5 Study level	<b>Bachelor</b>
1.6 Programme of study/ Qualification	<b>International Relations and European Studies (English line of study)</b>

### 2. Information about the discipline

2.1 Module		<b>Common Policies in EU</b>					
2.2 Course holder		<b>Associate Prof. PhD. Diana REIANU</b>					
2.3 Seminar holder		<b>Associate Prof. PhD. Diana REIANU</b>					
2.4 Year of study	<b>II</b>	2.5 Semester	<b>4</b>	2.6. Type of assessment <sup>1</sup>	<b>E</b>	2.7 Type of module <sup>2</sup>	<b>OB</b>

### 3. Total estimated time (teaching hours per semester)

3.1 No. of hours per week	<b>4</b>	3.1 of which for course	<b>2</b>	3.3 of which for seminar	<b>2</b>
3.4 Total no. of hours in the curriculum	<b>56</b>	3.5 of which for course	<b>28</b>	3.6 of which for seminar	<b>28</b>
Time distribution:					<b>Hours</b>
Study by using handbook, reader, bibliography and course notes					<b>28</b>
Additional library/specialised online research, field research					<b>21</b>
Preparation of seminars/laboratories, homework, projects, portfolios and essays					<b>14</b>
Tutoring					<b>4</b>
Examinations					<b>2</b>

<sup>1</sup> E - exam, ME - multi-term examinations, C - collocutional examination/assessment test

<sup>2</sup> OB - core module, OP - elective module, F - extracurricular module

Other activities: .....	
3.7 Total no. of hours for individual study	<b>69</b>
3.8 Total no. of hours per semester	<b>125</b>
3.9 No. of ETCS credit points	<b>5</b>

#### 4. Prerequisites (where applicable)

4.1 of curriculum	• -
4.2 of competencies	• -

#### 5. Conditions (where applicable)

5.1 For the development of the course	• <b>Projector</b>
5.2 For the development of the seminar/laboratory	• <b>Projector</b>

#### 6. Specific skills acquired

<b>Professional skills</b>	<p>1. <b>Knowledge and understanding</b> (knowledge and appropriate use of subject-specific concepts)</p> <ul style="list-style-type: none"> <li>❖ <b>C 1.1</b> Analysis and interpretation of European and international policy processes</li> <li>❖ <b>C 2.1</b> Identification of relevant European and international framework in developing projects</li> <li>❖ <b>C 4.1</b> Selecting fundamental concepts to analyze the political-institutional evolutions</li> </ul> <p>2. <b>Explanation and interpretation</b> (explanation and interpretation of ideas, projects, processes, and theoretical and practical contents of the subject)</p> <ul style="list-style-type: none"> <li>❖ <b>C 2.2</b> Determination and exploring the area of interest and priorities in the European and international policies</li> <li>❖ <b>C 4.2</b> Recognition of fundamental methods for explanation and interpretation processes and strategies specific to this area</li> <li>❖ <b>C 6.2</b> Explaining the decision-making mechanisms within the European institutions and international organizations</li> </ul> <p>3. <b>Instrumental – applicative</b> (design, management and evaluation of specific practical activities: the use of methods, techniques, and tools of investigation and enforcement)</p> <ul style="list-style-type: none"> <li>❖ <b>C 2.3</b> Application of learned patterns of composition and implementation of a project with European or international relevance</li> <li>❖ <b>C 4.3</b> Applying the knowledge acquired to given circumstances</li> <li>❖ <b>C 6.3</b> Applying the knowledge acquired to data organizational circumstances</li> </ul>
<b>Interdisciplinary skills</b>	<p>4. <b>Attitudinal</b> (manifestation of a positive and responsible towards the scientific domain / centered on values and democratic relations / promotion of a system of moral and civic cultural values / optimal and creative involvement of its own potential in scientific activities / involvement in institutional development and promoting scientific innovations / engagement in partnerships with others – institutions with similar responsibilities / participation in professional development).</p> <ul style="list-style-type: none"> <li>❖ <b>CT 1</b> Management of specific information regarding solving complex tasks in context (reception, transmission, processing, storing information in profile documents), including the use of an international language at advanced level and of a second foreign language at intermediate or advance level</li> </ul>

#### 7. Course objectives (based on list of acquired skills)

7.1 General objective	• Understanding the main notions and concepts of European public policies
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7.2 Specific objectives	<ul style="list-style-type: none"> <li>❖ Familiarity with the main notions and concepts of European public policies</li> <li>❖ Acquisition of analytical knowledge regarding the European public policies</li> <li>❖ Learning how to develop European public policies</li> <li>❖ Understanding the strategies for the implementation of European public policies and decision-making process in multilevel governance</li> <li>❖ Knowledge of techniques of evaluation of European public policies, and their impact</li> <li>• Establish the Romanian position in the whole cycle of developing an European public policy</li> </ul>
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## 8. Contents

8.1 Course	Teaching methods	Observations
Introduction: short presentation of the discipline and its requirements		
<b>1. Defining the concept of public policy</b>	Interactive presentation	Thomas A. Birkland, <i>An introduction to the policy process. Theories, Concepts, and Models of Public policy making</i> , 4th edition, Routledge, 2016, pp. 6-24 S.T. Akindede and O.R. Olaopa, <i>A theoretical review of core issues on public policy and its environment</i> , J. Hum. Ecol., 16(3): 173-180 (2004)
<b>2. Determinants and actors of public policies:</b> actors, agenda, political process	Interactive presentation	Ali M. El-Agraa, <i>The European Union Economics and Policies</i> , 9 <sup>th</sup> edition, Cambridge University Press, 2011, pp. 38-55
<b>3. European policy cycle:</b> problem definition, agenda setting, policy development, implementation, policy evaluation	Interactive presentation	Graduate School of Public Policy, <i>New Voices</i> , <a href="http://www.schoolofpublicpolicy.sk.ca">www.schoolofpublicpolicy.sk.ca</a>
<b>4. Methods to elaborate public policies in EU:</b> community and intergovernmental methods, open method of coordination	Interactive presentation	Helen Wallace et al (ed.), <i>Policy-making in the European Union</i> , 5 <sup>th</sup> edition, Oxford University Press, 2005, pp. 77-90
<b>5. The common agricultural policy:</b> problem definition, stages, actors, evolution	Interactive presentation	Ali M. El-Agraa, <i>The European Union Economics and Policies</i> , 9 <sup>th</sup> edition, Cambridge University Press, 2011, pp. 306-334 Helen Wallace et al (ed.), <i>Policy-making in the European Union</i> , 5 <sup>th</sup> edition, Oxford University Press, 2005, pp. 161-190
<b>6. Competition policy:</b> problem definition, stages, actors, evolution	Interactive presentation	Ali M. El-Agraa, <i>The European Union Economics and Policies</i> , 9 <sup>th</sup> edition, Cambridge University Press, 2011, pp. 197-213 Helen Wallace et al (ed.), <i>Policy-making in the European Union</i> , 5 <sup>th</sup> edition, Oxford University Press, 2005, pp. 113-140
<b>7. Budget policy:</b> problem definition, stages, actors, evolution	Interactive presentation	Ali M. El-Agraa, <i>The European Union Economics and Policies</i> , 9 <sup>th</sup> edition, Cambridge University Press, 2011, pp. 289-305 Helen Wallace et al (ed.), <i>Policy-making in the European Union</i> , 5 <sup>th</sup> edition, Oxford University Press, 2005, pp. 191-212
<b>8. Employment, social affairs and</b>	Interactive presentation	Ali M. El-Agraa, <i>The European Union</i>

<b>inclusion policy:</b> problem definition, stages, actors, evolution		Economics and Policies, 9 <sup>th</sup> edition, Cambridge University Press, 2011, pp. 364-380 Helen Wallace at al (ed.), <i>Policy-making in the European Union</i> , 5 <sup>th</sup> edition, Oxford University Press, 2005, pp. 243-278
9. <b>Energy and environmental policy:</b> problem definition, stages, actors, evolution	Interactive presentation	Ali M. El-Agraa, The European Union Economics and Policies, 9 <sup>th</sup> edition, Cambridge University Press, 2011, pp. 257-286 Helen Wallace at al (ed.), <i>Policy-making in the European Union</i> , 5 <sup>th</sup> edition, Oxford University Press, 2005, pp. 305-328
10. <b>Foreign and security policy:</b> problem definition, stages, actors, evolution	Interactive presentation	Helen Wallace at al (ed.), <i>Policy-making in the European Union</i> , 5 <sup>th</sup> edition, Oxford University Press, 2005, pp. 429-456
11. <b>Transport policy:</b> stages, actors, evolution	Interactive presentation	Rudolf Strohmeier, Ingrid Habets (eds.), <i>EU Policies: an Overview. From decision-making to implementation</i> , CES, 2013, pp. 217-269 Ali M. El-Agraa, The European Union Economics and Policies, 9 <sup>th</sup> edition, Cambridge University Press, 2011, pp. 244-256
12. <b>Regional policy</b>	Interactive presentation	Ali M. El-Agraa, The European Union Economics and Policies, 9 <sup>th</sup> edition, Cambridge University Press, 2011, pp. 348-363
Conclusions		
<b>Bibliography</b> Akindele, S.T. and Olaopa, O.R., <i>A theoretical review of core issues on public policy and its environment</i> , J. Hum. Ecol., 16(3): 173-180 (2004) Birkland, Thomas A., <i>An introduction to the policy process. Theories, Concepts, and Models of Public policy making</i> , 4th edition, Routledge, 2016 El-Agraa, Ali M., The European Union Economics and Policies, 9 <sup>th</sup> edition, Cambridge University Press, 2011 Wallace, Helen at al (ed.), <i>Policy-making in the European Union</i> , 5 <sup>th</sup> edition, Oxford University Press, 2005 Rudolf Strohmeier, Ingrid Habets (eds.), <i>EU Policies: an Overview. From decision-making to implementation</i> , CES, 2013 <b>Optional readings</b> van der Hoek, M. Peter (ed.), <i>Handbook of public administration and policy in the European Union</i> , Taylor and Francis, 2005 Nugent, Neill, <i>The government and politics of the European Union</i> , 7th ed, Houndmills, Palgrave, 2009.		
<b>8.2 Seminar / Laboratory</b>	<b>Teaching methods</b>	<b>Observations</b>
The seminar is complementary to the course. Students are required to choose a public policy issue on which to reflect and they must achieve a Policy Memo on that topic. The Policy memo will have a clear structure, including the introduction and presentation of the problem and its context, a short presentation of the current public policy, the arguments that sustain the new proposals or solutions, and a relevant conclusion. The annexes will include the problem tree and objective tree analysis, the stakeholder chart and SWOT analyses for each solution. The policy memo should be ready and presented orally in the class, during the last seminars.		

### 9. The correspondence between the content of the course and the expectations of the academic community, professional associations and representative employers in the field:

<ul style="list-style-type: none"> <li>❖ Provide solid knowledge on European public policy process – from the problem definition, agenda setting to their development, implementation and evaluation</li> <li>❖ Ensure solid knowledge on decision-making process in multilevel governance</li> </ul>
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- ❖ Ability to investigate any type of European public policy and to identify the most appropriate management tools for their implementation

## 10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Percentage of the final grade
10.4 Course	Summative assessment that takes into account: - the answers to the written exam	- written exam	60%
10.5 Seminar/Laboratory	Summative assessment that takes into account: Policy memo Participation in seminars and involvement in ongoing discussions within each seminar	- Policy memo evaluation - Participation in seminars and involvement in ongoing discussions within each seminar	40% (10% content 10% annexes 5% oral presentation 5% written format 10% participation in class)
10.6 Minimum standard of performance			
For grade 5: ❖ Attendance to at least 50% of seminar activities ❖ Written examination and solving at least half of the subjects for this test		For grade 10: ❖ Attendance to at least 80% of course and seminar activities ❖ Active participation during classes and seminars ❖ Good project presentation ❖ Written exam and solving all the related topics ❖ Completion of compulsory bibliography	

Date

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Course holder signature

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Seminar holder signature

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Date of departmental approval

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Head of department signature

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