ENVIRONMENTAL POLICY-MAKING
(SYLLABUS, 2019-2020)

1. Information regarding the programme

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of Environmental Science and Engineering
1.3 Department	Environmental Analysis and Engineering
1.4 Field of study	Environmental Engineering
1.5 Study cycle	MA
1.6 Study programme / Qualification	Sustainable Development and Environmental Management/ Environmental Engineering

2. Information regarding the discipline

2.1 Name of the discipline			**Environmental Policy-Making**			
2.2 Course coordinator			Assoc. Prof., PhD Malina Petrescu-Mag			
2.3 Seminar coordinator			Assoc. Prof., PhD Malina Petrescu-Mag			
2.4. Year of study	I	2.5 Semester	II	2.6. Type of evaluation	E	2.7 Type of discipline	Compulsory

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

3.1 Hours per week	3	3.2 Of which: course	2	3.3 seminar/laboratory	1
3.4 Total hours in the curriculum	42	3.5 Of which: course	28	3.6 seminar/laboratory	14

Time allotment:	hours
Learning using manual, course support, bibliography, course notes	40
Additional documentation (in libraries, on electronic platforms, field documentation)	40
Preparation for seminars/labs, homework, papers, portfolios and essays	25
Tutorship	3
Evaluations	4
Other activities: visits, workshops, and other academic activities	0

3.7 Total individual study hours	112
3.8 Total hours per semester	154
3.9 Number of ECTS credits	6

4. Prerequisites (if necessary)

4.1. curriculum	-	no requirements
4.2. competencies	-	no requirements

5. Conditions (if necessary)

5.1. for the course	-	Class room with a video projector device
5.2. for the seminar /lab activities	-	No requirements

6. Specific competencies acquired

Professional competencies	- Acquire communication skills to interact effectively in a professional manner on issues related to environmental policy; - Understand the basic concept of policy-making; - Acquire knowledge of the *ex-ante* evaluation of environmental policy; - Explain the interdependence between a multitude of factors that can impact on an environmental problem, including cultural, social, economic, political, and ethical factors; - Acquire relevant information about legal and political aspects of environmental policy and plan-making; - Synthesis and application of policy content-based knowledge from theory into practice; - Review, critique, and evaluate environmental reports and research articles.
Transversal competencies	- Work successfully in a team by performing practical tasks; - Develop communication skills; - Openness to lifelong learning, respecting and development of professional values and ethics.

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

7.1 General objective of the discipline	- To provide general knowledge related to concepts and methods applied in the area of policy-making.
7.2 Specific objective of the discipline	- To enlarge and reinforce the understanding of the specific concepts used in the field of environmental policy analysis; - To identify the categories of public policies; - To acquire knowledge about policy-making theory; - To acquire professional competences to develop an *ex-ante* analysis of environmental policy.

8. Content

8.1 Course	Teaching methods	Remarks
Unit 1 **What is policy?** Why do we work on policy? Ideologies. What are political ideologies for? Ideology vs. pragmatism. Does too much ideology make us limited in thinking? More contemporary environmentalism: "Silent Spring" (Rachel Carson) The challenge of liberal-democratic politics Policy and politics Political processes (consensus, rule of law, competition, and inclusion) **The study of public policy** What is public policy? What makes public policy public? Why do we study public policy? Categories of public policies (e.g., substantive and procedural, distributive, regulatory, self-regulatory, and redistributive, material and symbolic policies, policies involving collective goods or private goods) Approaches to policy study (e.g., Group theory, Elite theory, Institutionalism, Rational Choice theory) **Policy process in the EU. Environmental governance** How does the EU work? How does the EU shape/design public policy in Europe? What role does the EU play in environmental governance? **Environmental policy** Why do we need an environmental policy? Concepts and a short history of the EU policy strategies Who is who in the EU environmental policy and law? The seven EAPs; Legal instruments of the environmental policy of the European Union Illustrative cases of the EU environmental law infringements **Policy-making theory** What is decision? What is decision-making? Several models of decision-making (e.g., Rational model; Bounded rationality model; Incremental model; Mixed Scanning model) What is policy making? Factors in policy making and evaluating policy (e.g., public interest, efficiency, economy, consistency) The policy networks perspective and the policy cycle framework	Exposure: description, explanation, conversation. Most of the course ends with pop assignments (for seminars).	Students are encouraged to move his/her participation to the next level by not just answering questions, but asking them, by not just making comments, but specifically responding to things other students say in courses.

Unit 2 **The Policy Cycle Framework** (models) (e.g., The European Training Foundation approach, Bardach's eightfold path) **Policy analysis – in detail. The eightfold path** (after Bardach, 2012): - Define the problem (e.g. Think of deficit and excess; Make the definition evaluative; Quantify if possible; Diagnose conditions that cause problems; Risky conditions: "The Odds"; Identify latent opportunities; Avoid common pitfalls in problem definition) - Assemble some evidence (e.g. Thinking and collecting data; Survey the "Best Practices"; Use analogies) - Construct the alternatives (e.g., Conceptualize and simplify the list of alternatives; Design policy alternatives) - Select the criteria (Commonly used evaluative and practical criteria: e.g., equity, fairness, economic efficiency; cost effectiveness; feasibility, legality. Avoid confusing alternatives and criteria) - Project the outcomes (using several monetary-based techniques, e.g. cost-effectiveness analysis) - Confront the trade-offs - Decide! (e.g., Apply the "Twenty-Dollar-Bill Test") - Tell Your Story (e.g., Apply the "Grandma Bessie Test"; Gauge the Audience; Consider the medium to be used to tell the story). Several common pitfalls. **Recap (last course).**		

Unit 2
The Policy Cycle Framework (models)
(e.g., The European Training Foundation approach, Bardach's eightfold path)

Bibliography
1. Anderson, J. E. (2003). Public policymaking: An introduction. Boston: Houghton Mifflin Company, pp. 1 – 34.
2. Bardach, E., (2012). A Practical Guide for Policy Analysis. The Eightfold Path to More Effective Problem Solving. Sage and CQ Press.
3. Chapman, A., McLellan, B., Tezuka, T. (2016). Strengthening the Energy Policy Making Process and Sustainability Outcomes in the OECD through Policy Design. Administrative Sciences, 6(3), 9.
4. Department for Communities and Local Government. (2009). Multi-criteria analysis: a manual. London, www.communities.gov.uk
5. Dye, T. (2008). Understanding Public Policy, 12th ed.; Prentice Hall: Upper Saddle River, NJ, USA.
6. Hey, C. EU Environmental Policies: A short history of the policy strategies. http://www.eeb.org/publication/chapter-3.pdf
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8. Howlett, M., Ramesh, M. (2003). Studying Public Policy: Policy Cycles and Policy Subsystems, 2nd ed.; Oxford University Press: Don Mills, ON, Canada.
9. Kraft, M., Furlong, S. (2004). Public Policy: Politics, Analysis and Alternatives. CQ Press (chapter 6:
10. Assessing Policy Alternatives)
11. Nagel, S.S. (1986). Efficiency, effectiveness, and equity in public policy evaluation. *Review of Policy Research,* 6:99-120. doi:10.1111/j.1541-1338.1986.tb00651.x

8.2 Seminar / laboratory	Teaching methods	Remarks
The goal of the seminars is to increase students' participation. This does not mean to have every student participate in the same way or at the same rate. Instead, it is to create an environment in which all students have the opportunity to learn and in which the seminar group explores issues and ideas in depth, from a variety of viewpoints, all in relation to environmental policy-making. Critical discussion, debates about the stages of environmental policy-making; Case studies analysis; Individual students will be assigned to co-lead class discussions of assigned readings. Depending on students' schedules and interests, several field trips to environmental policy-making meetings can be arranged.	Conversation, debate, case studies. *Recommended strategies for students:* Becoming more active and/or making more effective comments not only raises the overall level of discussion in the room, it also sets an example for the rest of the class.	Please note: While reading the courses is necessary but not sufficient to assure participation in discussions, students who do not read (including also the compulsory literature reading) cannot provide meaningful contributions to the discussion.

Examples of pop assignments and debates:

- Identify an area or problem where a public policy was established. What was/were the model(s) used in the process of its creation/ Justify your answer.

- Among the models of making of a public policy, which is more conductive to serving public interest and demands? Why? (Argue)

- Are all governments governments of the elite? Use several examples to prove your contention.

Debate:

- Using the following factors/criteria: public interest, effectiveness, fairness and consistency, evaluate the proposed (imaginary) constitutional amendment:

Now: Romanian Constitution, in article 136 (3) states that: "The mineral resources of public interest, the air, the waters with energy potential that can be used for national interests, the beaches, the territorial sea, the natural resources of the economic zone and the continental shelf, as well as other possessions established by the organic law, shall be public property exclusively" (Constitution of Romania, 2003).

The proposed (imaginary) constitutional amendment: The mineral resources of public interest, the air, the waters with energy potential that *can be used both for national and EU interests*, the beaches, the territorial sea, the natural resources of the economic zone and the continental shelf, as well as other possessions established by the organic law, shall be *public and private property"*.

Bibliography

1. Petrescu-Mag, R. M., Petrescu, D. C., Oroian, I. G., Safirescu, O. C., Bican-Brișan, N. (2016). Environmental equity through negotiation: A case study on urban landfills and the Roma community. International Journal of Environmental Research and Public Health, 13(6), 591.
2. Petrescu-Mag, R. M., Petrescu, D. C., Safirescu, O. C., Hetvary, M., Oroian, I. G., Vâju, D. (2016). Developing public policy options for access to drinking water in peripheral, disaster and polluted rural areas: A case study on environment-friendly and conventional technologies. Water, 8(3), 80.
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4. Steinebach, Y., Knill, C. (2017). Still an entrepreneur? The changing role of the European Commission in EU environmental policy-making. Journal of European Public Policy, 24(3), 429-446.
5. Vergara, L. G. (2013). Elites, political elites and social change in modern societies. Revista de Sociología, (28).

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 "Environmental Policy-Making" enables the graduates to work for international and national agencies/ministries/companies for positions involving formulation, management and assessment of environmental policies. Using English facilitates the access of the graduates to companies from abroad and to multinational companies in Romania.

10. Evaluation

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share in the grade (%)
10.4 Course	Knowing the milestones in environmental policymaking: e.g., concepts, legal basis, greening commitments of the EU policies	Examination	50%
10.5 Seminar/lab activities	Elaboration and presentation of an research essay (research project)	In order to assess the project, the following elements will be considered: respecting the deadline; paper presentation; paper aspect; paper content; references.	30%
	Active participation in seminars	Participation in discussions / debates, preparation of the tasks. Students are rewarded for bringing up more challenging ideas and for trying to deal with them collaboratively with their colleagues.	20%
10.6 Minimum performance standards: minimum 5.			

Date: 15.04.2019   Signature of course and seminar coordinator:

                                                     Ruxandra M. Petrescu-Mag

Date of approval:

                                                     Signature of the head of department