

1. GENERAL INFORMATION			
1.1. Course teacher	Zdravko Petak	1.6. Year of the study programme	5 (4+1)
1.2. Name of the course	Policy-Making in the European Union	1.7. Credits (ECTS)	7
1.3. Associate teachers	none	1.8. Type of instruction (number of hours L + S + E + e-learning)	L (28 hours) + S (28 hours)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate	1.9. Expected enrolment in the course	20
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> <li>▪ The course offers the theoretically based study of the EU policy-making based on a case studies in different policy areas, ranging from agricultural and regional policy, to environmental and energy issues. a selection of key issue areas. The principal aim of the course is to provide an analytical introduction to the ways in which EU and national actors, including both institutional and non-institutional actors, cooperate in developing and implementing public policies of the Union. In first part of the course is provided the analytical framework of the EU policy-making process, based on policy stage heuristics – agenda-setting, formulation, decision-making, implementation and evaluation of EU policies. In the second part of the course is provided scrutinized analysis of substantive EU policies, including common agricultural policy, cohesion policy, environmental and employment policy.</li> <li>▪ Following from the above starting points the first course objective is related to the analysis of the roles of various policy actors play in shaping and implementing EU policies</li> <li>▪ The next objective is devoted to the description of basic features of institutional networks engaged in EU policy-making</li> <li>▪ The third objective relates to the various policy instruments in developing EU policies</li> <li>▪ Special interest of the course is devoted to the formulation stage in developing EU policies, with a stress on the process of comitology</li> <li>▪ The peculiar analytical feature of the course is related to the usage of the concept of policy capacity as a analytical tool for assessing the role of different actors and policy networks in developing and implementing EU policies</li> <li>▪ Final objective of the course is related to enhancing student's capacities for conducting independent research on EU policy-making in particular policy fields</li> </ul>		
2.2. Course enrolment requirements and entry competences required for the course	There are no formal preconditions for the enrolment, but the program of the course assumes that students are familiar with the basic concepts of public policy analysis.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>COGNITIVE KNOWLEDGE: Students acquire a basic knowledge related to the process of policy-making in the EU. Based on that type of knowledge they are becoming able to conduct a basic form of policy analysis in several EU policy areas.</p> <p>INTELLECTUAL CAPABILITIES: Students develop their own capabilities for classifying principal actors, instruments and objectives/goals related to the peculiar EU policies. By that achievement they can enhance their analytical capabilities for making robust impact assessment analysis of different policy instruments and policy outcomes in adjective policy fields. The course enable to students a deeper understanding of the institutional development of the EU, as well as the critical re-evaluation of their formation and implementation.</p>		

	<p>RESEARCH CAPABILITIES: Students develop their own capability for independent research in the field of EU policy-making. They are becoming able to interpret problems related to the specific policy fields, to measure the outputs and outcomes of the EU policies.</p> <p>PRACTICAL CAPABILITIES: Based on studying of EU policy-making process students are acquiring a basic capability necessary for a specialist in EU policy analysis, being specialized in at least one EU policy field. This type of knowledge is applicable to various governmental agencies, legislative bodies, international organizations, NGOs, political parties, local/regional government's development agencies, educational institutions related to the European studies and various sorts of mass media.</p>				
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> <li>▪ Understanding of the development of adjective EU policy fields</li> <li>▪ Understanding of the basic features of the EU policy-process</li> <li>▪ Identification of the basic actors in the EU policy-making process</li> <li>▪ Understanding of the various policy instruments and policy goals of the EU</li> <li>▪ Understanding of the basic logic for running various EU funds</li> <li>▪ Capability for discovering basic data for conducting independent research in the particular EU policy fields</li> </ul>				
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> <li>1. Week – Introduction to the EU policy analysis: the institutional structure of the EU policy-making</li> <li>2. Week – Categorizing EU policies fields and instruments</li> <li>3. Week – Theoretical and methodological design in the research of EU policy-making process</li> <li>4. Week – Agenda-setting in EU policy-making</li> <li>5. Week – Formulation of policies and decision-making in the EU</li> <li>6. Week – Implementation and evaluation of EU policies</li> <li>7. Week – Common Agricultural Policy</li> <li>8. Week – Cohesion Policy</li> <li>9. Week – Environmental Policy</li> <li>10. Week – Employment Policy</li> </ol>				
<p>2.6. Format of instruction:</p>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>18 hours of lectures and 18 hours of seminars.</p>				
<p>2.9. Screening student work (name the proportion of ECTS credits for each</p>	<p>Class attendance</p>	<p>2</p>	<p>Research</p>	<p>3</p>	<p>Practical training</p>

activity so that the total number of ECTS credits is equal to the ECTS value of the course )	Experimental work		Report		(other)	
	Essay	1	Seminar essay	1	(other)	
	Tests		Oral exam			
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Students are required to write a research paper (5.000 of words), which contribute to the final grade with 50%. The next 20 % of the grade is based on presentation on particular theoretical issue in EU policy-making or the review of the particular Eu policy area. Students are also required to write 2 short memos (1.000 of words) in order to achieve additional 20 % of the grade. Final part of the grade is related to their participation and activity in the course (10 %).					
2.11. Required literature (available in the library and via other media)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	Versluis, E., Van Keulen, M., Stephenson, P., <i>Analysing the European Union Policy Process</i> . Basingstoke: Palgrave Macmillan, 2010.			1		
	Wallace, H. Pollack, M., Young, A., <i>Policy-Making in the European Union</i> . Oxford: Oxford University Press, 2015.			3		
	Richardson, J., ed. (2012) <i>Constructing a Policy-Making State? Policy Dynamics in the EU</i> . Oxford: Oxford University Press.			1		
2.12. Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> <li>▪ Ackrill, R., <i>The Common Agricultural Policy</i>. Sheffield: Sheffield University Press, 2000.</li> <li>▪ Bache, I., Flinders, M., eds. (2004) <i>Multi-level Governance</i>. Oxford: Oxford University Press.</li> <li>▪ Büchs, M. (2007) <i>New Governance in European Social Policy: The Open Method of Coordination</i>. Basingstoke: Palgrave Macmillan.</li> <li>▪ Christiansen, T., Larsson, T., eds. (2007) <i>The Role of Committees in the Policy Process of the European Union</i>. Cheltenham:Edward Elgar.</li> <li>▪ Cram, L. (1997) <i>Policy-making in the European Union</i>. London: Routledge.</li> <li>▪ Daly, M. (2006) EU Social Policy after Lisbon. <i>Journal for Common Market Studies</i> 44(3): 461-481.</li> <li>▪ Daugbjerg, C. (2009) Sequencing in Public Policy: the Evolution of the CAP over a Decade. <i>Journal of European Public Policy</i> 16 (3): 395-411.</li> </ul>					

	<ul style="list-style-type: none"> <li>▪ Garzon, I. (2006) <i>Reforming the Common Agricultural Policy</i>. Basingstoke: Palgrave Macmillan.</li> <li>▪ Hérítier, A., Rhodes, M., eds. (2011) <i>New Modes of Governance in Europe</i>. Basingstoke: Palgrave Macmillan.</li> <li>▪ Jordan, A., ed. (2005) <i>Environment Policy in the European Union: Actors, Institutions &amp; Processes</i>, 2nd ed. London: Earthscan. (Jordan, A., Adelle, C., eds., 3rd ed., izlazi u listopadu 2012).</li> <li>▪ Knill, C., Liefferink, D. (2007) <i>Environmental Politics in the European Union</i>. Manchester: Manchester University Press.</li> <li>▪ Lelieveldt, H., Princen, S., <i>The Politics of the European Union</i>. Cambridge: Cambridge University Press, 2011.</li> <li>▪ Leonardi, R. (2005) <i>Cohesion Policy in the European Union</i>. Basingstoke: Palgrave Macmillan.</li> <li>▪ Marek, D., Braun, M., eds. (2010) <i>EU Cohesion Policy After Enlargement</i>. Basingstoke: Palgrave Macmillan.</li> <li>▪ Morata, F., Sandoval, I.S. (2012) <i>European Energy Policy: An Environmental Approach</i>. Cheltenham: Edward Elgar.</li> <li>▪ Naurin, D., Wallace, H., eds. (2008) <i>Unveiling the Council of the EU: Games Governments Play in Brussels</i>. Basingstoke: Palgrave Macmillan.</li> <li>▪ Nedergaard, P. (2006) <i>EU Administration: Legitimacy and Efficiency</i>. Leiden: Martinus Nijhoff.</li> <li>▪ Peterson, J., Bomber, E., <i>Decision-Making in the European Union</i>. Basingstoke: Palgrave Macmillan, 1999.</li> <li>▪ Princen, S. (2009) <i>Agenda-setting in the European Union</i>. Basingstoke: Palgrave Macmillan.</li> <li>▪ Richardson, J., <i>European Union: Power and Policy-Making</i>. London: Routledge, 2006.</li> </ul>
<p>2.13. Quality assurance methods that ensure the acquisition of exit competences</p>	<ul style="list-style-type: none"> <li>▪ Analyzing exam results - percentage of students passing the exam</li> <li>▪ Evaluation of the course units with the students during the semester Performing student evaluations of the course</li> </ul> <p>Quality assurance in accordance with requirements of the University of Zagreb. All written submissions will be kept on file for 12 months after the course for purpose of peer review. Self-evaluation will be performed.</p>
<p>2.14. Other (as the proposer wishes to add)</p>	<p>-</p>