

Syllabus

Course Description

Course Title	Policy Design, Democracy and Citizen Engagement
Course Code	47216
Course Title Additional	
Scientific-Disciplinary Sector	GSPS-02/A
Language	English
Degree Course	Master in Critical Creative Practices
Other Degree Courses (Loaned)	
Lecturers	Prof. Roberto Farneti, Roberto.Farneti@unibz.it https://www.unibz.it/en/faculties/economics-management/academic-staff/person/17315
Teaching Assistant	
Semester	First semester
Course Year/s	1st year
CP	6
Teaching Hours	48
Lab Hours	0
Individual Study Hours	102
Planned Office Hours	24
Contents Summary	The course illustrates the ways democratic concerns translate into policies, citizens' initiatives, and the design features of political institutions. It addresses the merits and strengths of the recent ideational turn in political science and public administration, focusing on the role of (creative) ideas in policymaking and on how citizens participate in knowledge co-creation for sustainability transitions.
Course Topics	The concept of design applied to policies; prototyping; bringing creativity to bear on democratic progress; co-creation and co-production as assets in democratic development; how to use

	design thinking to counter democratic backsliding; what is active citizenship.
Keywords	Policy design, design, citizens engagement, democratic development, democratic backsliding
Recommended Prerequisites	N/A
Propaedeutic Courses	
Teaching Format	Lectures, guest-lectures, group discussions, students' presentations on case studies, in-class labs. The course alternates two-hour and four-hour lectures, starting in early October . In-class group-work will be focused on drafting a CERV (Citizens, Equality, Rights & Values) project.
Mandatory Attendance	Recommended, but not required
Specific Educational Objectives and Learning Outcomes	Educational objectives: The course belongs to the scientific area of Political Science (SPS/04 - GSPS-02/A). The focus is largely theoretical with a strong policy angle, with invited speakers from different areas of both PA and the 3rd sector. The course illustrates the ways democratic concerns translate into policies, citizens' initiatives, and the design features of political institutions. It addresses the merits and strengths of the recent ideational turn in political science and public administration, focusing on the role of (creative) ideas in policymaking and on how citizens participate in knowledge co-creation for sustainability transitions. Among the educational objectives is to show that, over and beyond the use of incentives to influence people's behavior, initiatives aimed at shaping democratic experience and "everyday politics" are tools that help citizens develop new democratic habits. A part of the course is on political communication, understood as a two-way process that links citizens with institutions. Learning outcomes Knowledge and understanding:

	Know the history of spatial practices in art and design, and their main techniques and methodologies; Possess specific knowledge on the interactions between space and culture and on the sociopolitical implications of spatial practices; Understand the processes of transformation of space in the contemporary context, Analyzing them considering the connections with other fields of knowledge, such as sociology, anthropology and urban sciences. Applying knowledge and understanding: Design and implement spatial interventions, exhibitions, artistic installations and design projects that explore and reinterpret public and private spaces. Use reading, analysis, mapping and visualization tools to analyze and communicate complex ideas relating to space. Create spatial interventions that respond to the needs of communities, promoting inclusiveness and social participation. Making judgements: Apply the knowledge acquired in the professional context. Reflect and express an independent judgement, including on social, ethical and political-cultural issues. Communication skills: Writing scientific and technical articles and reports with clarity and effectiveness presenting projects and ideas verbally in a professional and convincing manner. Learning skills: The strengthening of the critical operational autonomy of students. The development of their ability to choose, compare and adapt to the new knowledge and technologies.
Specific Educational Objectives and Learning Outcomes (additional info.)	

Assessment	1. Participation. Depending on how many students will be attending, format and participation will be discussed on week one. 2. Project development: Students who attend regularly can be part of small groups working on the CERV project. Extra points (from 1 to 4) will be granted to all students of each group that successfully complete the task. 3. A mid-term will be tentatively scheduled in mid- November. "Ted" presentations (e.g., non-mandatory in-class presentations) will also be scheduled towards the end of the course. Only students who attend regularly (e.g., 80% of classes) can enroll to MT and Ted. 4. 70-minute Final Examination: this is an in-class written exam combining multiple choice + short essay. N.B. – ALL STUDENTS TAKING THE EXAM AS NON-ATTENDING STUDENTS MUST CONTACT THE INSTRUCTOR AND AGREE UPON THE CONTENT OF THE EXAM
Evaluation Criteria	A policy document will be posted in the class's folder on Teams, detailing the composition of the grade
Required Readings	Cochran, C.L. & Malone, E.F., "CHAPTER 1: Basic Concepts in Public Policy". <i>Public Policy: Perspectives and Choices</i>, Boulder, USA: Lynne Rienner Publishers, 2005, pp. 1-28. Vlassis, A. (2019). "The international politics of the nexus 'culture and development': four policy agendas for whom and for what?" <i>The Routledge Handbook of Global Cultural Policy</i>, pp. 417-429 Bason, C., <i>Design for Policy</i>, Routledge, 2020.
Supplementary Readings	
Further Information	
Sustainable Development Goals (SDGs)	Gender equality, Peace, justice and strong institutions, Reduced inequalities