

# **PROGRAM AND LEARNING ACTIVITIES PLAN**

*(Rencana Program dan Kegiatan Pembelajaran Semester/ RPKPS)*



## **Global Public Policy**

Odd Semester/4 Credits/SPMK212175

Undergraduate Program in Public Policy and Management

Course convener:

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**Universitas Gadjah Mada**  
**Faculty of Social and Political Sciences**  
**2024**



**Universitas Gadjah Mada**  
 Faculty of Social and Political Sciences  
 Department of Public Policy and Management  
 Undergraduate Program in Public Policy and Management

**SEMESTER PROGRAM AND LEARNING ACTIVITIES PLAN (RPKPS)**

| Course Code  | Course   | Credits   | Semester | Course Status | Pre-requisites Course(s)       |  |       |       |        |       |       |       |  |  |   |  |  |       |   |   |  |   |  |       |   |   |  |  |  |       |  |  |   |  |   |       |  |  |  |  |   |
|--|--|---|----------|---------------|--------------------------------|--|-------|-------|--------|-------|-------|-------|--|--|---|--|--|-------|---|---|--|---|--|-------|---|---|--|--|--|-------|--|--|---|--|---|-------|--|--|--|--|---|
| SPMK212175   | Global Public Policy (Kebijakan Publik Global)   | 4   | Odd      | Mandatory     | Public policy related subjects |  |       |       |        |       |       |       |  |  |   |  |  |       |   |   |  |   |  |       |   |   |  |  |  |       |  |  |   |  |   |       |  |  |  |  |   |
| Graduate Learning Outcomes (GLO) charged to the course subject | 1. Be able to evaluate and compare existing public policies and management dynamics<br>2. Be able to demonstrate systemic thinking to formulate public policies<br>3. Be Able to build inter-organizational networking<br>4. Be Able to criticize existing public management and political phenomenon<br>5. Be Able to articulate values of public interests   |   |          |               |                                |  |       |       |        |       |       |       |  |  |   |  |  |       |   |   |  |   |  |       |   |   |  |  |  |       |  |  |   |  |   |       |  |  |  |  |   |
| Course Learning Outcomes (CLO)                                 | CLO-1  | Students are able to explain global public policy key concepts  |          |               |                                |  |       |       |        |       |       |       |  |  |   |  |  |       |   |   |  |   |  |       |   |   |  |  |  |       |  |  |   |  |   |       |  |  |  |  |   |
|  | CLO-2  | Students are able to elaborate global public policy concept and practices and its relationships to the actors                               |          |               |                                |  |       |       |        |       |       |       |  |  |   |  |  |       |   |   |  |   |  |       |   |   |  |  |  |       |  |  |   |  |   |       |  |  |  |  |   |
|  | CLO-3  | Students are able to evaluate the problems and issues in the context of global public policy  |          |               |                                |  |       |       |        |       |       |       |  |  |   |  |  |       |   |   |  |   |  |       |   |   |  |  |  |       |  |  |   |  |   |       |  |  |  |  |   |
|  | CLO-4  | Students are able to present the correlation of global public policy issues and its potential solutions                                     |          |               |                                |  |       |       |        |       |       |       |  |  |   |  |  |       |   |   |  |   |  |       |   |   |  |  |  |       |  |  |   |  |   |       |  |  |  |  |   |
|  | CLO-5  | Students are able to provide examples on the contemporary and actual issues and elaborate its correlation on global public policy practices |          |               |                                |  |       |       |        |       |       |       |  |  |   |  |  |       |   |   |  |   |  |       |   |   |  |  |  |       |  |  |   |  |   |       |  |  |  |  |   |
| GLO-CLO intersection   | <table><tr><td></td><td>CLO-1</td><td>CLO-2</td><td>CLO- 3</td><td>CLO-4</td><td>CLO-5</td></tr><tr><td>GLO 1</td><td></td><td></td><td>+</td><td></td><td></td></tr><tr><td>GLO 2</td><td>+</td><td>+</td><td></td><td>+</td><td></td></tr><tr><td>GLO 3</td><td>+</td><td>+</td><td></td><td></td><td></td></tr><tr><td>GLO 4</td><td></td><td></td><td>+</td><td></td><td>+</td></tr><tr><td>GLO 5</td><td></td><td></td><td></td><td></td><td>+</td></tr></table>  |   |          |               |                                |  | CLO-1 | CLO-2 | CLO- 3 | CLO-4 | CLO-5 | GLO 1 |  |  | + |  |  | GLO 2 | + | + |  | + |  | GLO 3 | + | + |  |  |  | GLO 4 |  |  | + |  | + | GLO 5 |  |  |  |  | + |
|  | CLO-1  | CLO-2   | CLO- 3   | CLO-4         | CLO-5                          |  |       |       |        |       |       |       |  |  |   |  |  |       |   |   |  |   |  |       |   |   |  |  |  |       |  |  |   |  |   |       |  |  |  |  |   |
| GLO 1  |  |   | +        |               |                                |  |       |       |        |       |       |       |  |  |   |  |  |       |   |   |  |   |  |       |   |   |  |  |  |       |  |  |   |  |   |       |  |  |  |  |   |
| GLO 2  | +  | +   |          | +             |                                |  |       |       |        |       |       |       |  |  |   |  |  |       |   |   |  |   |  |       |   |   |  |  |  |       |  |  |   |  |   |       |  |  |  |  |   |
| GLO 3  | +  | +   |          |               |                                |  |       |       |        |       |       |       |  |  |   |  |  |       |   |   |  |   |  |       |   |   |  |  |  |       |  |  |   |  |   |       |  |  |  |  |   |
| GLO 4  |  |   | +        |               | +                              |  |       |       |        |       |       |       |  |  |   |  |  |       |   |   |  |   |  |       |   |   |  |  |  |       |  |  |   |  |   |       |  |  |  |  |   |
| GLO 5  |  |   |          |               | +                              |  |       |       |        |       |       |       |  |  |   |  |  |       |   |   |  |   |  |       |   |   |  |  |  |       |  |  |   |  |   |       |  |  |  |  |   |
| Course description   | <p>The course provides the discussion of the wide range of issues in global public policy. The classes address the rise and development of GPP in various mechanisms such as: global regime, market pressure, common issues and actors (state, non-state actors, and international institutions) and how this leads to the creation of a global village with various consequences, both negative and positive. The subjects include the discussion on: international institutions, the role of non-government organizations, policy convergence, the issues of legitimacy, accountability and participation of the global regime. More importantly, the class provides the case study on several topics such as: global economic policy, global health policy, global energy policy, global environmental policy, and global social policy. Students will have space for raising the issues and discuss with lecturer and peers through the activities of active listening, guest lectures, review journals and articles and paper development.</p> <p>Class is conducted in English</p> |   |          |               |                                |  |       |       |        |       |       |       |  |  |   |  |  |       |   |   |  |   |  |       |   |   |  |  |  |       |  |  |   |  |   |       |  |  |  |  |   |
| Study/Learning Materials                                       | 1. Introduction<br>2. Early reflections: creating public policy for global problems or global problems creating public policy?<br>3. The transnational policy actors: who’s who?<br>4. Globalization and the public sector reform (1)<br>5. Globalization and the public sector reform (2)<br>6. On global policy persuasion: from evidence-based policy to science diplomacy<br>7. On policy convergence through policy transfer, mobility and learning<br>8. Mid-term exams  |   |          |               |                                |  |       |       |        |       |       |       |  |  |   |  |  |       |   |   |  |   |  |       |   |   |  |  |  |       |  |  |   |  |   |       |  |  |  |  |   |

|  | <div>9. Case study 1: global economic policy</div> <div>10. Case study 2: global health policy</div> <div>11. Case study 3: global energy policy</div> <div>12. Case study 4: global environmental policy</div> <div>13. Case study 5: global social policy</div> <div>14. Transforming global public policy</div> <div>15. Final term exams</div>   |                      |            |       |       |       |       |                                 |     |   |   |  |  |                          |     |   |   |   |   |                            |     |   |   |  |   |
|--|--|----------------------|------------|-------|-------|-------|-------|---------------------------------|-----|---|---|--|--|--------------------------|-----|---|---|---|---|----------------------------|-----|---|---|--|---|
| Learning Evaluation Method and its Contribution to CLO | <table><tr><th>Evaluation Component</th><th>Percentage</th><th>CLO-1</th><th>CLO-2</th><th>CLO-3</th><th>CLO-4</th></tr><tr><td>Individual and Group Assignment</td><td>20%</td><td>+</td><td>+</td><td></td><td></td></tr><tr><td>Mid-Semester Examination</td><td>30%</td><td>+</td><td>+</td><td>+</td><td>+</td></tr><tr><td>Final Semester Examination</td><td>30%</td><td>+</td><td>+</td><td></td><td>+</td></tr></table>   | Evaluation Component | Percentage | CLO-1 | CLO-2 | CLO-3 | CLO-4 | Individual and Group Assignment | 20% | + | + |  |  | Mid-Semester Examination | 30% | + | + | + | + | Final Semester Examination | 30% | + | + |  | + |
| Evaluation Component                                   | Percentage   | CLO-1                | CLO-2      | CLO-3 | CLO-4 |       |       |                                 |     |   |   |  |  |                          |     |   |   |   |   |                            |     |   |   |  |   |
| Individual and Group Assignment                        | 20%  | +                    | +          |       |       |       |       |                                 |     |   |   |  |  |                          |     |   |   |   |   |                            |     |   |   |  |   |
| Mid-Semester Examination                               | 30%  | +                    | +          | +     | +     |       |       |                                 |     |   |   |  |  |                          |     |   |   |   |   |                            |     |   |   |  |   |
| Final Semester Examination                             | 30%  | +                    | +          |       | +     |       |       |                                 |     |   |   |  |  |                          |     |   |   |   |   |                            |     |   |   |  |   |
|  | <div>1. Acharya, A. (2004). How ideas spread: Whose norms matter? Norm localization and institutional change in Asian regionalism. <i>International Organization</i>, 58(2), 239–275. <a href="https://doi.org/10.1017/S0020818304582024">https://doi.org/10.1017/S0020818304582024</a></div> <div>2. Cairney, P. (2016). <i>The Politics of Evidence-Based Policy Making</i>. Springer.</div> <div>3. Cooper, A., Hughes, C., &amp; De Lombaerde, P. (2008). <i>Regionalisation and Global Governance: The taming of globalisation?</i> (A. Cooper, C. Hughes, &amp; P. De Lombaerde, Eds.). USA and Canada: Routledge. <a href="https://doi.org/10.4324/9780203933398">https://doi.org/10.4324/9780203933398</a></div> <div>4. di Mauro, F., Dees, S., &amp; McKibbin, W. (2008). <i>Globalisation, Regionalism and Economic Interdependence</i>. Cambridge: Cambridge University Press.</div> <div>5. Dolowitz, D.P. &amp; Marsh, D. (2000). Learning from Abroad: The Role of Policy Transfer in Contemporary Policy-Making. <i>Governance: An International Journal of Policy and Administration</i>, Vol. 13, No. 1, January 2000 (pp. 5-24).</div> <div>6. Dolowitz, D. P. (2003). A Policy-maker’s Guide to Policy Transfer. <i>Political Quarterly</i>, 74(1), 101–108. <a href="https://doi.org/10.1111/1467-923x.t01-1-00517">https://doi.org/10.1111/1467-923x.t01-1-00517</a></div> <div>7. Dolowitz, D. P. (2009). Learning by observing: surveying the international arena. <i>Policy &amp; Politics</i>, 37(3), 317–334. <a href="https://doi.org/10.1332/030557309x445636">https://doi.org/10.1332/030557309x445636</a></div> <div>8. Farazmand, Ali. (2001). Globalization, The State and Public Administration: A Theoretical Analysis with Policy Implications for Developmental States. <i>Public Organization Review: A Global Journal</i> 1: 437-463</div> <div>9. Friedmann, J. 1987. <i>Planning in the Public Domain: From Knowledge to Action</i>. Princeton: Princeton University Press</div> <div>10. Fuchs, D. (2007). Exploring the Role of Business in Global Governance. In <i>Business Power in Global Governance</i> (pp. 1–10). Boulder, USA: Lynne Rienner Publishers.</div> <div>11. Moloney, K., &amp; Stone, D. (2019). Beyond the State: Global Policy and Transnational Administration. <i>International Review of Public Policy</i>, 1(1), 104–118. <a href="https://doi.org/10.4000/irpp.344">https://doi.org/10.4000/irpp.344</a></div> <div>12. Moran, M., Rein, M., &amp; Goodin, R. (Eds.). (2006). <i>The Oxford Handbook of Public Policy</i>. Oxford: Oxford University press. <a href="https://doi.org/10.1093/oxfordhb/9780199548453.003.0009">https://doi.org/10.1093/oxfordhb/9780199548453.003.0009</a></div> <div>13. Pal, L. A., &amp; Ireland, D. (2009). <i>The Public Sector Reform Movement: Mapping the Global Policy Network</i>. <i>International Journal of Public Administration</i> (Vol. 32). <a href="https://doi.org/10.1080/01900690903000187">https://doi.org/10.1080/01900690903000187</a></div> <div>14. Porto de Oliveira, O. (2021). A Prelude to Policy Transfer Research. <i>Handbook of Policy Transfer, Diffusion and Circulation</i>. DOI:<a href="https://doi.org/10.4337/9781789905601.00007">https://doi.org/10.4337/9781789905601.00007</a>.</div> |                      |            |       |       |       |       |                                 |     |   |   |  |  |                          |     |   |   |   |   |                            |     |   |   |  |   |

|                 |  |                                 |                                      |                                       |
|-----------------|--|---------------------------------|--------------------------------------|---------------------------------------|
|                 | <p>15. Porto de Oliveira, O. (2022). Global Public Policy Studies. <i>Policy and Politics</i>, v. 50, no. 1: 59-77. DOI: <a href="https://doi.org/10.1332/030557321X16286279752694">https://doi.org/10.1332/030557321X16286279752694</a>.</p> <p>16. Sabatier, P. A and D. A. Mazmanian. 1983. <i>Policy Implementation</i>. In S. S. Nagel (ed.), <i>Encyclopedia of Policy Studies</i>. New York, NY: Marcel Dekker.</p> <p>17. Steiner, S. 2007. Decentralization and Poverty: Conceptual Framework and Application to Uganda. <i>Public Administration and Development</i>, v. 27: 175-185.</p> <p>18. Stiglitz, J. (2006). <i>Globalization and its Discontent</i>. WW Norton and Company.</p> <p>19. Stone, D. A. (1997). <i>Policy paradox: The art of political decision making</i> (Vol. 13). New York: Norton.</p> <p>20. Stone, D. (2004). Transfer agents and global networks in the “transnationalization” of policy. <i>Journal of European Public Policy</i>, 11(3). <a href="https://doi.org/10.1080/13501760410001694291">https://doi.org/10.1080/13501760410001694291</a></p> <p>21. Stone, D. (2012). Transfer and translation of policy. <i>Policy Studies</i>, 33(6), 483–499. <a href="https://doi.org/10.1080/01442872.2012.695933">https://doi.org/10.1080/01442872.2012.695933</a></p> <p>22. Stone, D. (2020). <i>Making Global Policy</i>. <i>Cambridge Elements Public Policy</i>. Cambridge: Cambridge University Press.</p> <p>23. Stone, D., &amp; Ladi, S. (2015). Global public policy and transnational administration. <i>Public Administration</i>, 93(4), 839–855. <a href="https://doi.org/10.1111/padm.12207">https://doi.org/10.1111/padm.12207</a></p> <p>24. Taylor, J. G. (2013). <i>Global Indonesia</i>. <i>Routledge Contemporary Southeast Asia Series</i>. New York: Routledge. <a href="https://doi.org/10.4324/9780203079805">https://doi.org/10.4324/9780203079805</a></p> <p>25. Michael N. Barnett and Martha Finnemore. “The Politics, Power, and Pathologies of International Organizations.” <i>International Organization</i> 53, no.4 (1999): 699-732.</p> <p>26. Keck, M. E., &amp; Sikkink, K. (1999). Transnational advocacy networks in international and regional politics. <i>International social science journal</i>, 51(159), 89-101.</p> <p>Stone, D. (2004). Transfer agents and global networks in the ‘transnationalization’ of policy. <i>Journal of European public policy</i>, 11(3), 545-566.</p> |                                 |                                      |                                       |
| Course Convener | <p>Lecturer:</p> <ol style="list-style-type: none"> <li>1. Dr. Phil Gabriel Lele, S.IP., M.Si (<a href="mailto:gabilel@ugm.ac.id">gabilel@ugm.ac.id</a>)</li> <li>2. Dr. Erda Rindrasih, S.Si, M.U.R.P. (<a href="mailto:erda.rindrasih@ugm.ac.id">erda.rindrasih@ugm.ac.id</a>)</li> </ol>  |                                 |                                      |                                       |
| Authorization   | Date   | Course Coordinator              | Expertise Group Coordinator (if any) | Chair of Study Program                |
|                 |  | (signature)<br>Dr. Gabriel Lele | N/A                                  | (signature)<br>Gabriel Lele,<br>Ph.D. |

## WEEKLY PROGRAM AND LEARNING ACTIVITIES PLAN

### (Rencana Kegiatan Pembelajaran Mingguan/RKPM)

| Week | Sub-CLO<br>(Planned Final Competence)<br>(Capaian Akhir yang Diharapkan) | Evaluation Method (Metode Evaluasi)  |   |                          | Topic and Study/Learning Materials<br>(Topik pembelajaran dan materi)                                    | Forms and Methods of Learning<br>(Bentuk dan Metode Pengajaran)                  | Study Time Load<br>(Lama Waktu Belajar)   | Student Learning Experience<br>(Pengalaman Belajar Mahasiswa)  | Instructional Media (Media Instruksi yang Digunakan) | Reference and External Learning Resources<br>(Referensi yang Digunakan)       |
|------|--|--|---|--------------------------|--|--|---|--|--|---|
|      |  | Indicator<br>(Indikator)   | Component<br>(Komponen)   | Weight<br>(Porsi)<br>(%) |  |  |   |  |  |   |
| (1)  | (2)  | (3)  | (4)   | (5)                      | (6)  | (7)  | (8)   | (9)  | (10)   | (11)  |
| 1    | CLO 1: Students are able to explain global public policy key concepts.   | -  | -   | -                        | Introduction: syllabus and class arrangement   | Lecturing and interactive discussions; reading and structured independent study. | 200 Minutes (Synchronous offline: 90 Minutes; Asynchronous: 60 Minutes; Independent Study: 50 Minutes). | Students have demonstrable knowledge and understanding in a field of study that builds upon their previous knowledge, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge at the forefront of their field of study. | Books, Powerpoint presentation, handouts.            |   |
| 2    | CLO 1: Students are able to explain global public policy key concepts.   | The degree of understanding of the state of the arts of global policy studies and the global | Discussion on the state of the arts of global policy studies and the global public sector: between global | 2,5%                     | Early reflections: creating public policy for global problems or global problems creating public policy? | Lecturing and interactive discussions; reading and structured independent study  | 200 Minutes (Synchronous offline: 90 Minutes; Asynchronous: 60 Minutes;                                 | Students are able to understand the state of the arts of global policy studies and the global public sector: between   | Books, Powerpoint presentation, handouts.            | Stone and Ladi (2015); Moloney and Stone (2019); Stone (2020) – main reading. |

| Week | Sub-CLO<br>(Planned Final Competence)<br>(Capaian Akhir yang Diharapkan)  | Evaluation Method (Metode Evaluasi)   |   |                          | Topic and Study/Learning Materials<br>(Topik pembelajaran dan materi) | Forms and Methods of Learning<br>(Bentuk dan Metode Pengajaran)                  | Study Time Load<br>(Lama Waktu Belajar)   | Student Learning Experience<br>(Pengalaman Belajar Mahasiswa)   | Instructional Media (Media Instruksi yang Digunakan) | Reference and External Learning Resources<br>(Referensi yang Digunakan)                       |
|------|---|---|---|--------------------------|---|--|---|---|--|---|
|      |   | Indicator<br>(Indikator)  | Component<br>(Komponen)   | Weight<br>(Porsi)<br>(%) |   |  |   |   |  |   |
| (1)  | (2)   | (3)   | (4)   | (5)                      | (6)   | (7)  | (8)   | (9)   | (10)   | (11)  |
|      |   | public sector: between global public goods, global public sphere and its relation with the issue of authority/formal policy process in nation-states.   | public goods, global public sphere and its relation with the issue of authority/formal policy process in nation-states.   |                          |   |  | Independent Study: 50 Minutes).   | global public goods, global public sphere and its relation with the issue of authority/formal policy process in nation-states.  |  |   |
| 3    | CLO 2: Students are able to elaborate global public policy concept and practices and its relationships to the actors. | The degree of understanding and analyzing the presence of transnational policy actors, i.e. international organizations/civil servants, international organizations/civil servants, international non-governmental organizations (INGOs), | Discussion on the presence of transnational policy actors, i.e. international organizations/civil servants, international non-governmental organizations (INGOs), internationalized public-sector officials, and transnational policy | 2,5%                     | The transnational policy actors: who's who?                           | Lecturing and interactive discussions; reading and structured independent study. | 200 Minutes (Synchronous offline: 90 Minutes; Asynchronous: 60 Minutes; Independent Study: 50 Minutes). | Students are able to identify, understand and critically analyses the presence of transnational policy actors, i.e. international organizations/civil servants, international non-governmental organizations (INGOs), internationalized public-sector | Books, PowerPoint presentation, handouts.            | Fuchs (2007); Moloney and Stone (2019); Oliveira (2020); Stone and Ladi (2015); Stone (2020). |

| Week | Sub-CLO<br>(Planned Final Competence)<br>(Capaian Akhir yang Diharapkan)  | Evaluation Method (Metode Evaluasi)   |  |                          | Topic and Study/Learning Materials<br>(Topik pembelajaran dan materi) | Forms and Methods of Learning<br>(Bentuk dan Metode Pengajaran)                        | Study Time Load<br>(Lama Waktu Belajar)                                 | Student Learning Experience<br>(Pengalaman Belajar Mahasiswa)  | Instructional Media (Media Instruksi yang Digunakan) | Reference and External Learning Resources<br>(Referensi yang Digunakan)  |
|------|---|---|--|--------------------------|---|--|---|--|--|--|
|      |   | Indicator<br>(Indikator)  | Component<br>(Komponen)  | Weight<br>(Porsi)<br>(%) |   |  |   |  |  |  |
| (1)  | (2)   | (3)   | (4)  | (5)                      | (6)   | (7)  | (8)   | (9)  | (10)   | (11)   |
|      |   | internationalized public-sector officials, and transnational policy professionals, and their impact in national/local policymaking.               | professionals, and their impact in national/local policymaking.  |                          |   |  |   | officials, and transnational policy professionals, and their impact in national/local policymaking.  |  |  |
| 4    | CLO 5: Students are able to provide examples on the contemporary and actual issues and elaborate its correlation on global public policy practices. | The degree of understanding and analyzing the presence, imperatives and impact of globalization towards global policymaking and the global south. | Investigation on the presence, imperatives and impact of globalization towards global policymaking and the global south. | 5%                       | Globalization and the public sector reform (1)                        | Lecturing and interactive discussions; reading and structured independent/group study. | 200 Minutes (Asynchronous /Independent or group study).                 | Students are able to understand and critically analyze the presence, imperatives and impact of globalization towards global policymaking and the global south. | Books, PowerPoint presentation, handouts.            | Farazmand (2001); Stiglitz (2002); Cooper et al (2008); Pal and Ireland (2009); Di Mauro et.al. (2009); Gelman (2013); Stone (2020). |
| 5    | CLO 5: Students are able to provide examples on the contemporary and actual issues and elaborate its  | The degree of understanding and analyzing the presence, imperatives and impact of   | Investigation on the presence, imperatives and impact of globalization towards global                                    | 2,5%                     | Globalization and the public sector reform (2)                        | Lecturing and interactive discussions; reading and structured                          | 200 Minutes (Synchronous offline: 90 Minutes; Asynchronous: 60 Minutes; |  | Books, PowerPoint presentation, handouts.            | Farazmand (2001); Stiglitz (2002); Cooper et al (2008); Pal and Ireland (2009); Di Mauro et.al.                                      |

| Week | Sub-CLO<br>(Planned Final Competence)<br>(Capaian Akhir yang Diharapkan)  | Evaluation Method (Metode Evaluasi)  |   |                          | Topic and Study/Learning Materials<br>(Topik pembelajaran dan materi)        | Forms and Methods of Learning<br>(Bentuk dan Metode Pengajaran)                  | Study Time Load<br>(Lama Waktu Belajar)   | Student Learning Experience<br>(Pengalaman Belajar Mahasiswa)   | Instructional Media (Media Instruksi yang Digunakan) | Reference and External Learning Resources<br>(Referensi yang Digunakan)                      |
|------|---|--|---|--------------------------|--|--|---|---|--|--|
|      |   | Indicator<br>(Indikator)   | Component<br>(Komponen)   | Weight<br>(Porsi)<br>(%) |  |  |   |   |  |  |
| (1)  | (2)   | (3)  | (4)   | (5)                      | (6)  | (7)  | (8)   | (9)   | (10)   | (11)   |
|      | correlation on global public policy practices.  | globalization towards global policymaking and the global south.  | policymaking and the global south.  |                          |  | independent study.   | Independent Study: 50 Minutes).   |   |  | (2009); Gelman (2013); Stone (2020).   |
| 6.   | CLO 4: Students are able to present the correlation of global public policy issues and its potential solutions. | The degree of understanding of the role of experts and expertise as individuals or institutions/knowledge networks in managing global public sector and its implication towards local/national policymaking. | Discussion on the role of experts and expertise as individuals or institutions/knowledge networks in managing global public sector and its implication towards local/national policymaking. | 2,5%                     | On global policy persuasion: from evidence-based policy to science diplomacy | Lecturing and interactive discussions; reading and structured independent study. | 200 Minutes (Synchronous offline: 90 Minutes; Asynchronous: 60 Minutes; Independent Study: 50 Minutes). | Students are able to understand the role of experts and expertise as individuals or institutions/knowledge networks in managing global public sector and its implication towards local/national policymaking. | Books, PowerPoint presentation, handouts.            | Cairney (2016), Stone (2020).  |
| 7    | CLO 4: Students are able to present the correlation of global public policy issues and its potential solutions. | The degree of understanding of the heuristics and dynamics of policy transfer as a 'rational'  | Discussion on the heuristics and dynamics of policy transfer as a 'rational' choice in a globalized and   | 2,5%                     | On policy convergence through policy transfer, mobility and learning         | Lecturing and interactive discussions; reading and structured independent study. | 200 Minutes (Synchronous offline: 90 Minutes; Asynchronous: 60 Minutes;                                 | Students are able to understand the heuristics and dynamics of policy transfer as a 'rational' choice in a globalised   | Books, PowerPoint presentation, handouts.            | Dolowitz and Marsh (2000); Dolowitz (2003, 2009); Stone (2004, 2012, 2020); Oliveira (2021). |



| Week | Sub-CLO<br>(Planned Final Competence)<br>(Capaian Akhir yang Diharapkan)   | Evaluation Method (Metode Evaluasi)   |  |                          | Topic and Study/Learning Materials<br>(Topik pembelajaran dan materi)                     | Forms and Methods of Learning<br>(Bentuk dan Metode Pengajaran)                 | Study Time Load<br>(Lama Waktu Belajar)  | Student Learning Experience<br>(Pengalaman Belajar Mahasiswa)   | Instructional Media (Media Instruksi yang Digunakan) | Reference and External Learning Resources<br>(Referensi yang Digunakan) |
|------|--|---|--|--------------------------|---|---|--|---|--|---|
|      |  | Indicator<br>(Indikator)  | Component<br>(Komponen)  | Weight<br>(Porsi)<br>(%) |   |   |  |   |  |   |
| (1)  | (2)  | (3)   | (4)  | (5)                      | (6)   | (7)   | (8)  | (9)   | (10)   | (11)  |
|      |  | choice in a globalized and risk-averse environment, particularly its application in public sector reform. | risk-averse environment, particularly its application in public sector reform.   |                          |   |   | Independent Study: 50 Minutes).  | and risk-averse environment, particularly its application in public sector reform.                          |  |   |
|      | <b>MID TERM EXAM</b>   |   |  | 30%                      |   |   |  |   |  |   |
| 8    | CLO 4<br>Be able to present the correlation of global economic policy issues and the roles of international actors | Understand the global economic issues   | Presenting a case study on economic policy which centers on the issue of neo liberalization of policy with the prominent role of the unholy trinity: World Bank, IMF and WTO. What should we do about these institutions and their policy prescriptions? | 2,5%                     | Case study 1: global economic policy<br><br>Living Lab: Monitoring Living Lab Project (2) | Lecturing and interactive discussions; reading and structured independent study | 200 Minutes (Synchronous: 90 Minutes Asynchronous: 60 Minutes Independent Study: 50 Minutes) | Students are able to present examples of global economic policy and its correlation to international actors | Books, Powerpoint presentation, handouts             |   |

| Week | Sub-CLO<br>(Planned Final Competence)<br>(Capaian Akhir yang Diharapkan)   | Evaluation Method (Metode Evaluasi)  |   |                          | Topic and Study/Learning Materials<br>(Topik pembelajaran dan materi) | Forms and Methods of Learning<br>(Bentuk dan Metode Pengajaran)                 | Study Time Load<br>(Lama Waktu Belajar)   | Student Learning Experience<br>(Pengalaman Belajar Mahasiswa)   | Instructional Media (Media Instruksi yang Digunakan) | Reference and External Learning Resources<br>(Referensi yang Digunakan) |
|------|--|--|---|--------------------------|---|---|---|---|--|---|
|      |  | Indicator<br>(Indikator)   | Component<br>(Komponen)   | Weight<br>(Porsi)<br>(%) |   |   |   |   |  |   |
| (1)  | (2)  | (3)  | (4)   | (5)                      | (6)   | (7)   | (8)   | (9)   | (10)   | (11)  |
| 9    | CLO 4<br>Be able to present the correlation of global health policy issues and the roles of global collective action | The degree of understanding the global health policy issues<br>The degree of understanding of the alternatives to tackle global social policy issues | Discussing how health (and also medicine) has become more globalized and requires global collective action such as in the case of the COVID-19 pandemic.<br><br>Discussing the social policy issues such as poverty, unemployment, and marginalization due to globalization and the national and global strategies to address them. | 2,5%                     | Case study 2: global health policy                                    | Lecturing and interactive discussions; reading and structured independent study | 200 Minutes<br>(Synchronous: 90 Minutes<br>Asynchronous: 60 Minutes<br>Independent Study: 50 Minutes) | Students are able to present examples of global health policy and its correlation to global collective action | Books, Power point presentation, handouts            |   |
| 10   | CLO 4<br>Be able to correlate global   | The degree of understanding of the global  | Discussing energy dynamics and global and   | 2,5%                     | Case study 3: global energy policy                                    | Interactive exercises; reading and  | 200 Minutes<br>(Synchronous: 90 Minutes   | Students are able to present examples of  | Books, Power point                                   |   |

| Week | Sub-CLO<br>(Planned Final Competence)<br>(Capaian Akhir yang Diharapkan)                                 | Evaluation Method (Metode Evaluasi)  |  |                          | Topic and Study/Learning Materials<br>(Topik pembelajaran dan materi) | Forms and Methods of Learning<br>(Bentuk dan Metode Pengajaran)                         | Study Time Load<br>(Lama Waktu Belajar)  | Student Learning Experience<br>(Pengalaman Belajar Mahasiswa)  | Instructional Media (Media Instruksi yang Digunakan) | Reference and External Learning Resources<br>(Referensi yang Digunakan) |
|------|--|--|--|--------------------------|---|---|--|--|--|---|
|      |  | Indicator<br>(Indikator)   | Component<br>(Komponen)  | Weight<br>(Porsi)<br>(%) |   |   |  |  |  |   |
| (1)  | (2)  | (3)  | (4)  | (5)                      | (6)   | (7)   | (8)  | (9)  | (10)   | (11)  |
|      | energy policy issues and its implication on the potencies of conflict                                    | energy policy issues and its implication on the potencies of conflict  | national context with the emphasis on energy shortage and securitization which frequently lead to conflict or war. What is the most feasible energy policy to pursue under such a context? How should a country respond to it? |                          |   | structured independent study  | Asynchronous: 60 Minutes<br>Independent Study: 50 Minutes)   | global energy policy and its implication on the potencies of conflict.                                       | presentation, handouts                               |   |
| 11   | CLO 4:<br>Be able to correlate global environmental policy issues and its implication on national policy | The degree of understanding of the global environmental policy issues and its implication on national policy | Discussing environmental problems/challenges and how countries across the globe try to address them. What are the constraints in formulating and implementing a global   | 2,5%                     | Case study 4: global environmental policy                             | Interactive exercises; reading and structured independent study; students' presentation | 200 Minutes (Synchronous: 90 Minutes<br>Asynchronous: 60 Minutes<br>Independent Study: 50 Minutes) | Students are able to present examples of global environmental policy and its implication on national policy. | Books, Power point presentation, handouts            |   |

| Week | Sub-CLO<br>(Planned Final Competence)<br>(Capaian Akhir yang Diharapkan)       | Evaluation Method (Metode Evaluasi)  |   |                          | Topic and Study/Learning Materials<br>(Topik pembelajaran dan materi) | Forms and Methods of Learning<br>(Bentuk dan Metode Pengajaran)                         | Study Time Load<br>(Lama Waktu Belajar)   | Student Learning Experience<br>(Pengalaman Belajar Mahasiswa)                   | Instructional Media (Media Instruksi yang Digunakan) | Reference and External Learning Resources<br>(Referensi yang Digunakan) |
|------|--|--|---|--------------------------|---|---|---|---|--|---|
|      |  | Indicator<br>(Indikator)   | Component<br>(Komponen)   | Weight<br>(Porsi)<br>(%) |   |   |   |   |  |   |
| (1)  | (2)  | (3)  | (4)   | (5)                      | (6)   | (7)   | (8)   | (9)   | (10)   | (11)  |
|      |  |  | environmental agenda such as REDD or carbon tax? What sort of national policy is needed?  |                          |   |   |   |   |  |   |
| 12   | CLO 4<br>Be able to develop alternatives to tackle global social policy issues | The degree of understanding of global policy contemporary and actual issues to develop global public policy transformation | Reflecting on previous sessions, the class concluded with a critical recollection on how to transform GPP which is able to solve global problems on one hand, and does not harm national sovereignty and priority on the other hand. The focus is how to balance compliance and competitiveness | 2,5%                     | Case study 5: global social policy                                    | Interactive exercises; reading and structured independent study; students' presentation | 200 Minutes<br>(Synchronous: 90 Minutes<br>Asynchronous: 60 Minutes<br>Independent Study: 50 Minutes) | Students are able to develop alternatives to tackle global social policy issues | Books, Power point presentation, handouts            |   |

| Week | Sub-CLO<br>(Planned Final Competence)<br>(Capaian Akhir yang Diharapkan)   | Evaluation Method (Metode Evaluasi)   |   |                          | Topic and Study/Learning Materials<br>(Topik pembelajaran dan materi) | Forms and Methods of Learning<br>(Bentuk dan Metode Pengajaran)                            | Study Time Load<br>(Lama Waktu Belajar)  | Student Learning Experience<br>(Pengalaman Belajar Mahasiswa)   | Instructional Media (Media Instruksi yang Digunakan) | Reference and External Learning Resources<br>(Referensi yang Digunakan) |
|------|--|---|---|--------------------------|---|--|--|---|--|---|
|      |  | Indicator<br>(Indikator)  | Component<br>(Komponen)                 | Weight<br>(Porsi)<br>(%) |   |  |  |   |  |   |
| (1)  | (2)  | (3)   | (4)                                     | (5)                      | (6)   | (7)  | (8)  | (9)   | (10)   | (11)  |
|      |  |   | with representativeness and legitimacy. |                          |   |  |  |   |  |   |
| 13   | CLO 4<br>Be able to correlate global policy contemporary and actual issues to develop global public policy transformation                        | Be able to correlate global policy contemporary and actual issues to develop global public policy transformation                        |   | 2,5%                     | Living Lab Project  | Interactive exercises; reading and structured independent study; students' presentation    | Asynchronous   | Students are able to develop strategies and prescriptions to transform global public policy.  | Books, Power point presentation, handouts            |   |
| 14   | CLO 5<br>Be able to provide examples on global public policy issues and the elaboration on its actors, consequences, and possible transformation | Be able to provide examples on global public policy issues and the elaboration on its actors, consequences, and possible transformation |   | 2,5%                     | Living Lab Project Presentation                                       | Lecturing with guest lecturer from practitioners; reading and structured independent study | 200 Minutes (Synchronous: 90 Minutes Asynchronous: 60 Minutes Independent Study: 50 Minutes) | Students are able to provide examples on global public policy issues and the elaboration on its actors, consequences, and possible transformation | Books, Powerpoint presentation, handouts             |   |

| Week | Sub-CLO<br>(Planned Final Competence)<br>(Capaian Akhir yang Diharapkan) | Evaluation Method (Metode Evaluasi) |                         |                          | Topic and Study/Learning Materials<br>(Topik pembelajaran dan materi) | Forms and Methods of Learning<br>(Bentuk dan Metode Pengajaran) | Study Time Load<br>(Lama Waktu Belajar) | Student Learning Experience<br>(Pengalaman Belajar Mahasiswa) | Instructional Media (Media Instruksi yang Digunakan) | Reference and External Learning Resources<br>(Referensi yang Digunakan) |
|------|--|-------------------------------------|-------------------------|--------------------------|---|---|---|---|--|---|
|      |  | Indicator<br>(Indikator)            | Component<br>(Komponen) | Weight<br>(Porsi)<br>(%) |   |   |   |   |  |   |
| (1)  | (2)  | (3)                                 | (4)                     | (5)                      | (6)   | (7)   | (8)                                     | (9)   | (10)   | (11)  |
|      | FINAL EXAMINATION  |                                     |                         | 30%                      |   |   |   |   |  |   |

## EVALUATION RUBRIC – GLOBAL PUBLIC POLICY

|              |  |   |   |   |
|--------------|--|---|---|---|
| <b>CLO-1</b> | Students are able to explain global public policy key concepts in very good results  | Students are able to explain global public policy key concepts in good results  | Students are able to explain global public policy key concepts in fair results  | Students are able to explain global public policy key concepts in poor results  |
|              | <b>Point 90 – 100</b>  | <b>Point 70-89</b>  | <b>Point 55-69</b>  | <b>Point &lt;54</b>   |
| <b>grade</b> | <b>A</b>   | <b>B</b>  | <b>C</b>  | <b>D</b>  |
| <b>CLO-2</b> | Students are able to elaborate global public policy concept and practices and its relationships to the actors in very good results                               | Students are able to elaborate global public policy concept and practices and its relationships to the actors in good results                               | Students are able to elaborate global public policy concept and practices and its relationships to the actors in fair results                               | Students are able to elaborate global public policy concept and practices and its relationships to the actors in poor results                               |
|              | <b>Point 90 – 100</b>  | <b>Point 70-89</b>  | <b>Point 55-69</b>  | <b>Point &lt;54</b>   |
| <b>grade</b> | <b>A</b>   | <b>B</b>  | <b>C</b>  | <b>D</b>  |
| <b>CLO-3</b> | Students are able to evaluate the problems and issues in the context of global public policy in very good results  | Students are able to evaluate the problems and issues in the context of global public policy in good results  | Students are able to evaluate the problems and issues in the context of global public policy in fair results  | Students are able to evaluate the problems and issues in the context of global public policy in poor results  |
|              | <b>Point 90 – 100</b>  | <b>Point 70-89</b>  | <b>Point 55-69</b>  | <b>Point &lt;54</b>   |
| <b>grade</b> | <b>A</b>   | <b>B</b>  | <b>C</b>  | <b>D</b>  |
| <b>CLO-4</b> | Students are able to present the correlation of global public policy issues and its potential solutions in very good results                                     | Students are able to present the correlation of global public policy issues and its potential solutions in good results                                     | Students are able to present the correlation of global public policy issues and its potential solutions in fair results                                     | Students are able to present the correlation of global public policy issues and its potential solutions in poor results                                     |
|              | <b>Point 90 – 100</b>  | <b>Point 70-89</b>  | <b>Point 55-69</b>  | <b>Point &lt;54</b>   |
| <b>grade</b> | <b>A</b>   | <b>B</b>  | <b>C</b>  | <b>D</b>  |
| <b>CLO-5</b> | Students are able to provide examples on the contemporary and actual issues and elaborate its correlation on global public policy practices in very good results | Students are able to provide examples on the contemporary and actual issues and elaborate its correlation on global public policy practices in good results | Students are able to provide examples on the contemporary and actual issues and elaborate its correlation on global public policy practices in fair results | Students are able to provide examples on the contemporary and actual issues and elaborate its correlation on global public policy practices in poor results |
|              | <b>Point 90 – 100</b>  | <b>Point 70-89</b>  | <b>Point 55-69</b>  | <b>Point &lt;54</b>   |
| <b>grade</b> | <b>A</b>   | <b>B</b>  | <b>C</b>  | <b>D</b>  |

