

Basic information about the subject (independent of the cycle)

<b>Module name</b>	<b>Social policy: macroeconomic and urban perspective</b>
Erasmus code	-
ISCED code	-
Language of instruction	English
Website	-
Prerequisites	No prerequisites.
ECTS points hour equivalents	<p><b>Contact hours (work with an academic teacher): 30 hours</b></p> <p><b>Total number of hours with an academic teacher: 30 hours</b></p> <p><b>Number of ECTS points with an academic teacher: 3 ECTS</b></p> <p><b>Non-contact hours (students' own work): 30 hours</b></p> <p><b>Total number of non-contact hours: 30 hours</b></p> <p><b>Number of ECTS points for non-contact hours: 3 ECTS</b></p> <p><b>Total number of ECTS points for the module: 6 ECTS</b></p>
Educational outcomes verification methods	<p>Homework assignments (literature studies, mini-projects).</p> <p>End test with open questions.</p>
Description	The module covers the knowledge in the area of social policy. The main goal of the course is to present the functionalities of various social policy instruments adopted at the macroeconomic and urban level. Through case-studies, mini-games, experiments and debates students should learn the pros and cons of intensively debated and often politically controversial tools aimed at resolving the so called "wicked problems" that are abundant in our modern and complex economies.
Reading list	<p>Main workbook (available online): Economy, Society, and Public Policy  <a href="https://www.core-econ.org/espp/">https://www.core-econ.org/espp/</a>.</p> <p>Additions literature and information sources, including: Powell, M. (ed.), <i>Understanding the mixed economy of welfare</i>, Great Britain, 2007.  <a href="http://www.core-econ.org/the-economy/">http://www.core-econ.org/the-economy/</a>, especially chapters 3,4,12,19, 20 and 22.</p> <p>OECD tool for comparing the quality of life in different countries: <a href="http://www.oecdbetterlifeindex.org">http://www.oecdbetterlifeindex.org</a>.  <a href="https://ourworldindata.org">https://ourworldindata.org</a>.</p>
Educational outcomes	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Students know examples of organisations from different sectors that are involved in social policy</li> </ul>

	<p>(education, health etc.).</p> <ul style="list-style-type: none"> <li>Students describe functions of social policy instruments introduced at the macroeconomic and urban level.</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>Students evaluate macroeconomic and local policies and point of their strengths and weaknesses for different stakeholders involved</li> <li>Students engage in a debate by providing for and against arguments and defending their opinions.</li> <li>Students develop soft skills needed for negotiations in different contexts (e.g. employer-employee).</li> </ul> <p><b>ATTITUDES</b></p> <ul style="list-style-type: none"> <li>Students are aware of the intricacies of modern social policy problems that cannot be easily resolved.</li> <li>Students adopt an interdisciplinary approach to studying economics by understanding its connections with sociology, political sciences and other research areas.</li> </ul>
Practice	

#### Information about classes in the cycle

Website	-
Educational outcomes verification methods	<ol style="list-style-type: none"> <li>Homework assignments, including the following mini-projects <ul style="list-style-type: none"> <li>Social economy institutions in course participants' countries</li> <li>Evaluation of chosen social policy reforms (in the fields of e.g. health or education) in course participants' countries</li> </ul> </li> <li>Active participation in the classes, including during the bargaining game (collective bargaining in the labour market)</li> <li>End test with open questions</li> </ol>
Comments	-
Reading list	<p>Main workbook (available online): Economy, Society, and Public Policy  <a href="https://www.core-econ.org/espp/">https://www.core-econ.org/espp/</a>.</p> <p>Additions literature and information sources, including:  Powell, M. (ed.), <i>Understanding the mixed economy of welfare</i>, Great Britain, 2007.  <a href="http://www.core-econ.org/the-economy/">http://www.core-econ.org/the-economy/</a>, especially chapters 3,4,12,19, 20 and 22.</p> <p>OECD tool for comparing the quality of life in different countries: <a href="http://www.oecdbetterlifeindex.org">http://www.oecdbetterlifeindex.org</a>.  <a href="https://ourworldindata.org">https://ourworldindata.org</a>.</p>
Educational outcomes	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Students know examples of organisations from</li> </ul>

	<p>different sectors that are involved in social policy (education, health etc.).</p> <ul style="list-style-type: none"> <li>Students describe functions of social policy instruments introduced at the macroeconomic and urban level.</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>Students evaluate macroeconomic and local policies and point of their strengths and weaknesses for different stakeholders involved</li> <li>Students engage in a debate by providing for and against arguments and defending their opinions.</li> <li>Students develop soft skills needed for negotiations in different contexts (e.g. employer-employee).</li> </ul> <p><b>ATTITUDES</b></p> <ul style="list-style-type: none"> <li>Students are aware of the intricacies of modern social policy problems that cannot be easily resolved.</li> <li>Students adopt an interdisciplinary approach to studying economics by understanding its connections with sociology, political sciences and other research areas.</li> </ul>
A list of topics	<ol style="list-style-type: none"> <li>Wicked problems in social policy.</li> <li>Defining happiness and life quality in economics.</li> <li>Institutions and instruments in social policy.</li> <li>Guaranteed basic income: arguments for and against.</li> <li>Minimizing health-related risks: state monopolies in alcohol markets.</li> <li>Protecting the employees in the labour market: working time regulations, anti-discriminatory laws and collective bargaining.</li> <li>School vouchers and the quality of education.</li> <li>Social economy institutions and the discrimination problem.</li> <li>How to make choices collectively? The benefits and problems of participatory budgeting approaches.</li> <li>Smart city: enhancing life quality for city residents.</li> </ol>
Teaching methods	<p>Introductory lectures.</p> <p>Group discussions (including debates with argumentation techniques).</p> <p>Analysis of case studies.</p> <p>Mini-games and experiments (e.g. the collective bargaining game).</p>
Assessment methods	<p>Homework assignments (literature studies, mini-projects).</p> <p>End test with open questions</p>