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| **Prowadzący** | dr Grzegorz Kwiatkowski |
| **Oferta PJO\*** | NIE |
| **Oferta PJOE\*** | TAK |
| **Kierunek, rok, stopień dla PJO (\*obowiązkowe)** |  |
| **Semestr roku 2022/2023** | letni |

\* PJO – przedmiot w języku obcym dla studentów polskich / PJOE – przedmiot w języku obcym dla studentów Erasmus+  
\*\* zostawić właściwe

BASIC INFORMATION ABOUT THE SUBJECT (INDEPENDENT OF THE CYCLE)

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| **Module name** | **Economics of the Public Sector** |
| **Erasmus code** |  |
| **ISCED code** |  |
| **Language of instruction** | English |
| **Website** | <https://www.umcs.pl/en/courses-in-english-2021-2022,21582.htm>  (dla PJOE) |
| **Prerequisites** |  |
| **ECTS points hour equivalents** | Contact hours (work with an academic teacher): 30  Total number of hours with an academic teacher: 30  Number of ECTS points with an academic teacher: 2 Non-contact hours (students' own work): 60 Total number of non-contact hours: 60 Number of ECTS points for non-contact hours: 4  Total number of ECTS points for the module: 6 |
| **Educational outcomes verification methods** | Class activity assessment – 50%  Projects – 50%  Grading scale:  <90%, 100%> 5  <80%, 90%) 4,5  <70%, 80%) 4  <60%, 70%) 3,5  <50%, 60%) 3 |
| **Description** | The module covers the knowledge in the area of public economics with the strong emphasis on the reasons and effects of the government intervention in the economy. |
| **Reading list** | 1. Stiglitz J.E., Rosengard J.K., Economics of the public sector, 2015 2. Boundless Economics, available at boundless.com/economics 3. Core Economics, available at core-econ.org 4. Coyle D., Markets, State, and People: Economics for Public Policy, 2020 5. Marginal Revolution University, available at mru.org |
| **Educational outcomes** | KNOWLEDGE   1. A student characterizes concepts, methods and theories explaining complex relations and processes in the public sector. 2. A student presents multidimensional aspects of public sector in various countries, including the changes resulting from the technological development. 3. A student defines key concepts in the field of public sector economics. 4. A student characterizes current fundamental problems from the public sector.   SKILLS   1. A student should be able to conduct the analysis of the government intervention from the perspective of the cost-benefit analysis. 2. A student should be able to formulate a public sector reform proposal based on economic knowledge and facts. 3. A student is able to use modern tools to collect information and present economic content. 4. The student knows how to plan a work in groups and to complete the project according to the guidelines.   ATTITUDES   1. A student should be ready perform the role of active and informant voter. 2. A student refers to the importance of scientific knowledge in solving socio-economic problems and effectively applies the scientific method in independent inference. 3. A student is oriented towards creative problem solving, both individually and in teamwork. |
| **Practice** | n/a |

INFORMATION ABOUT CLASSES IN THE CYCLE

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| **Website** | <https://www.umcs.pl/en/courses-in-english,21103.htm>  (dla PJOE) |
| **Educational outcomes verification methods** | Class activity assessment – 50%  Projects – 50%  Grading scale:  <90%, 100%> 5  <80%, 90%) 4,5  <70%, 80%) 4  <60%, 70%) 3,5  <50%, 60%) 3 |
| **Comments** | - |
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| **Educational outcomes** | KNOWLEDGE   1. A student characterizes concepts, methods and theories explaining complex relations and processes in the public sector. 2. A student presents multidimensional aspects of public sector in various countries, including the changes resulting from the technological development. 3. A student defines key concepts in the field of public sector economics. 4. A student characterizes current fundamental problems from the public sector.   SKILLS   1. A student should be able to conduct the analysis of the government intervention from the perspective of the cost-benefit analysis. 2. A student should be able to formulate a public sector reform proposal based on economic knowledge and facts. 3. A student is able to use modern tools to collect information and present economic content. 4. The student knows how to plan a work in groups and to complete the project according to the guidelines.   ATTITUDES   1. A student should be ready perform the role of active and informant voter. 2. A student refers to the importance of scientific knowledge in solving socio-economic problems and effectively applies the scientific method in independent inference. 3. A student is oriented towards creative problem solving, both individually and in teamwork. |
| **A list of topics** | 1. Introduction to the public economics 2. Measuring public sector size 3. Market failures 4. Externalities 5. Public goods 6. Efficiency and equity 7. Framework for analysis of expenditure policy 8. Analysis of the selected government programs (health care, education etc.) |
| **Teaching methods** | Lecture, discussion, case study, project method |
| **Assessment methods** | Class activity assessment – 50%  Projects – 50% |