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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 | <ol style="list-style-type: none"> 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 | <p>KNOWLEDGE</p> <ol style="list-style-type: none"> 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. <p>SKILLS</p> <ol style="list-style-type: none"> 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. |

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| | <p>4. The student knows how to plan a work in groups and to complete the project according to the guidelines.</p> <p>ATTITUDES</p> <ol style="list-style-type: none"> 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 | - |
| Reading list | <ol style="list-style-type: none"> 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 | <p>KNOWLEDGE</p> <ol style="list-style-type: none"> 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. <p>SKILLS</p> <ol style="list-style-type: none"> 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. <p>ATTITUDES</p> <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 1. Introduction to the public economics 2. Measuring public sector size 3. Market failures 4. Externalities 5. Public goods 6. Efficiency and equity |

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| | 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% |