|  |  |
| --- | --- |
| **Prowadzący** | mgr Piotr Wetoszka |
| **Oferta PJO\*** | NIE |
| **Oferta PJOE\*** | TAK |
| **Kierunek, rok, stopień dla PJO** |  |
| **Semestr roku 2024/2025** | **zimowy** |

\* 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)

|  |  |
| --- | --- |
| **Module name** | Economic and social policy |
| **Erasmus code** |  |
| **ISCED code** |  |
| **Language of instruction** | English |
| **Website** | https://www.umcs.pl/en/courses-in-english,21103.htm  (dla PJOE) |
| **Prerequisites** |  |
| **ECTS points hour equivalents** | Contact hours (work with an academic teacher): 15  Total number of hours with an academic teacher: 15  Number of ECTS points with an academic teacher: 1,5 Non-contact hours (students' own work): 15 Total number of non-contact hours: 15 Number of ECTS points for non-contact hours: 1,5  Total number of ECTS points for the module: 3 |
| **Educational outcomes verification methods** | Written exam at the end of the course |
| **Description** | The aim of the course is to teach students how to identify various economic and social policy issues, find possible solutions and evaluate them. Course topics cover the most important macroeconomic questions and challenges that modern governments and societies are forced to face. The list includes the area of fiscal policy and debt accumulation, as well as several social policy challenges in e.g. healthcare and environmental policy. |
| **Reading list** | Basic reading:   1. The Core Team, *The Economy*, https://www.core-econ.org/espp/index.html [02.03.2020] 2. The Core Team, *Economy, Society, and Public Policy*, https://www.core-econ.org/espp/index.html [02.03.2020]. 3. <https://economics-games.com/> (for reference on how classroom simulations work)   Additional resources and provided by the teacher (these may include research papers on policies adopted in participants’ countries). |
| **Educational outcomes** | KNOWLEDGE  Students understand the difficulties of solving key modern economic and social policy problems. They explain why many of these issues are wicked problems.  SKILLS   1. Students exchange and assess the quality arguments on the adequacy of various policy choices. 2. Students collect and compare international statistical data on public debt and deficit levels.   ATTITUDES  Students adopt an open and critical attitude towards evaluating public policies. |
| **Practice** | n/a |

INFORMATION ABOUT CLASSES IN THE CYCLE

|  |  |
| --- | --- |
| **Website** | https://www.umcs.pl/en/courses-in-english,21103.htm  (dla PJOE) |
| **Educational outcomes verification methods** | Written exam at the end of the course (on MS Teams)  Mini-quizzes and short revisory questions throughout the course |
| **Comments** | - |
| **Reading list** | Basic reading:   1. The Core Team, *The Economy*, https://www.core-econ.org/espp/index.html [02.03.2020] 2. The Core Team, *Economy, Society, and Public Policy*, https://www.core-econ.org/espp/index.html [02.03.2020]. 3. <https://economics-games.com/> (for reference on how classroom simulations work)   Additional resources and provided by the teacher (these may include research papers on policies adopted in participants’ countries). |
| **Educational outcomes** | Contact hours (work with an academic teacher): 15  Total number of hours with an academic teacher: 15  Number of ECTS points with an academic teacher: 1,5 Non-contact hours (students' own work): 15 Total number of non-contact hours: 15 Number of ECTS points for non-contact hours: 1,5  Total number of ECTS points for the module: 3 |
| **A list of topics** | 1. Economic and social policy problems – an overview 2. Why is sustainable development important and how to make it happen? 3. Do we care about public health and other common goods? Vaccine simulation. 4. Attracting talents from abroad. Challenges of modern migration policies. 5. The public debt debate: is it safe for countries to accumulate public debt, and what motivates them to do so? 6. Co-making of fiscal policy: a participatory budgeting simulation |
| **Teaching methods** | Problem-solving lecture  Group discussions  Classroom simulations |
| **Assessment methods** | Written exam at the end of the course |