

Prowadzący	dr Piotr Wetoszka
ERASMUS+ (semestr zima) 2025/2026	TAK
Oferta PJOE (semestr lato) 2025/2026	NIE
Kierunek, rok, stopień dla PJOE (*obowiązkowe)	n.d.

* PJOE – przedmiot w języku obcym dla studentów polskich oraz dla studentów Erasmus+

** zostawić właściwe

BASIC INFORMATION ABOUT THE SUBJECT (INDEPENDENT OF THE CYCLE)

Module name	Political economy
Language of instruction	English
Prerequisites	
ECTS points hour equivalents (30h = 6 ECTS; 15h = 3 ECTS)	<p>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: 3 Non-contact hours (students' own work): 30 Total number of non-contact hours: 30 Number of ECTS points for non-contact hours: 3 Total number of ECTS points for the module: 6</p>
Educational outcomes verification methods	Written exam at the end of the course
Description	The course covers key issues discussed within the political economy – a research field at the intersection of economy and politics. It deals, e.g., with the questions of how and why governments intervene in economies, why they often fail (government failure) and how they can correct existing market inefficiencies. The underlying concept used in the course is the notion of inclusive (good) and exclusive (bad) institutions as “rules of the game”.
Reading list	<p>Basic reading:</p> <ol style="list-style-type: none"> 1. The Core Team, <i>The Economy</i>, https://www.core-econ.org/espp/index.html [02.03.2020] 2. The Core Team, <i>Economy, Society, and Public Policy</i>, https://www.core-econ.org/espp/index.html [02.03.2020]. <p>Additional resources and provided by the teacher online (Moodle platform)</p>
Educational outcomes	<p>KNOWLEDGE</p> <ol style="list-style-type: none"> 1. Students know the variety of political and economic institutions that shape modern economies and cause or help appease social inequalities, especially on the labour market. <p>SKILLS</p> <ol style="list-style-type: none"> 1. Students evaluate solutions adopted by various countries/regions/cities and classify them as good or bad examples of institutions. 2. Students make arguments on the adequacy of policies. 3. Students collect and evaluate statistical data on inequalities and institutional performance. <p>ATTITUDES</p> <ol style="list-style-type: none"> 1. Students adopt an open and critical attitude towards evaluating public policies.
Practice	n/a

INFORMATION ABOUT CLASSES IN THE CYCLE

Educational outcomes verification methods	Multiple-choice test
Comments	
Reading list	Basic reading:

	<ol style="list-style-type: none"> 1. The Core Team, <i>The Economy</i>, https://www.core-econ.org/espp/index.html [02.03.2020] 2. The Core Team, <i>Economy, Society, and Public Policy</i>, https://www.core-econ.org/espp/index.html [02.03.2020]. <p>Additional resources and provided by the teacher online (Moodle platform).</p>
Educational outcomes	<p>KNOWLEDGE</p> <ol style="list-style-type: none"> 1. Students know the variety of political and economic institutions that shape modern economies and cause or help appease social inequalities, especially on the labour market. <p>SKILLS</p> <ol style="list-style-type: none"> 1. Students evaluate solutions adopted by various countries/regions/cities and classify them as good or bad examples of institutions. 2. Students make arguments on the adequacy of policies. 3. Students collect and evaluate statistical data on inequalities and institutional performance. <p>ATTITUDES</p> <ol style="list-style-type: none"> 1. Students adopt an open and critical attitude towards evaluating public policies.
A list of topics	<ol style="list-style-type: none"> 1. The importance and types of institutions. 2. Prisoner's dilemma, tragedy of the commons and other market failures. 3. Key characteristics, advantages and disadvantages of economic systems and welfare regimes 4. Measuring the quality of institutions (working with data) 5. The principal-agent problem and key sources of government failure 6. Exclusive institutions and the importance of social capital: the case of Mezzogiorno (Southern Italy) 7. Institutions of migration policy 8. Social choice and public participation mechanisms. The case of participatory budgeting in Porto Alegre as a set of inclusive institutions 9. Types of social economy organizations and their importance for public policy 10. Advantages and disadvantages of collective bargaining as an institution of labour markets
Teaching methods	<p>Informational and problem-focused lecture</p> <p>Worksheets with exercises corresponding to lecture topics</p> <p>Group discussions</p> <p>Working with statistical data</p>
Assessment methods	<p>Written exam at the end of the course</p>