

## DESCRIPTION OF THE COURSE OF STUDY

<b>Course code</b>	0311-4EKON-B/C14-WMwIA4	
<b>Name of the course in</b>	Polish	WYKŁAD MONOGRAFICZNY: EKONOMIA HETERODOKSYJNA
	English	MONOGRAPHIC LECTURE: HETERODOX ECONOMICS

## 1. LOCATION OF THE COURSE OF STUDY WITHIN THE SYSTEM OF STUDIES

<b>1.1. Field of study</b>	Economics
<b>1.2. Mode of study</b>	Full Time / Part Time
<b>1.3. Level of study</b>	I degree (Master's Degree)
<b>1.4. Profile of study*</b>	Academic
<b>1.5. Person/s preparing the course description</b>	Dr Beata Rogowska, Department of Economics and Finance
<b>1.6. Contact</b>	beata.rogowska@ujk.edu.pl

## 2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

<b>2.1. Language of instruction</b>	English
<b>2.2. Prerequisites*</b>	-

## 3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

<b>3.1. Form of classes</b>	lecture
<b>3.2. Place of classes</b>	Lecture at University
<b>3.3. Form of assessment</b>	graded credit
<b>3.4. Teaching methods</b>	problem-based lecture; seminar-style lecture, informational lecture, discussion
<b>3.5. Bibliography</b>	<b>Required reading</b>
	<b>Further reading</b>

A. Horodecka, M. Śliwińska, Fair Trade phenomenon: limits of neoclassical and chances of heterodox economics, Studia z Polityki Publicznej, 2019, tom 23  
Dow, S.C. (2000). Economic Methodology: An Inquiry. Oxford: Oxford University Press.  
I. Bludnik. Endogeniczna podaż pieniądza w warunkach finansjalizacji: perspektywa ekonomii heterodoksyjnej. Ekonomista. 2019(4)  
J. Godłów-Legiędź Współczesna ekonomia. Ku nowemu paradygmatowi? Wydawnictwo C.H. Beck, Warszawa 2010  
A. Zachorowska- Mazurkiewicz, Praca kobiet w teorii ekonomii : perspektywa ekonomii głównego nurtu i ekonomii feministycznej, Wyd UJ, 2016.  
Konat, G., Karpińska-Mizielińska, W., Kloc, K., Smuga, T., Witkowski, B. (2019). Self-Identification of Polish Academic Economists with Schools of Economic Thought. Acta Oeconomica 69(2): 241-272

D. Kielczewski, Koncepcja zintegrowanej teorii ekonomicznej zrównoważonego rozwoju. Między mainstreamem a heterodoksją ekonomiczną, Wydawnictwo Uniwersytetu w Białymstoku.  
B. Rogowska, Ekonomia społeczna a współczesna heterodoksja, Studia Ekonomiczne 2015/10 s. 209-221  
A.Horodecka, L. Vozna, A new paradigm of economic policy based on the synthesis of orthodox and heterodox economics, Wydawnictwo Uniwersytetu Ekonomicznego we Wrocławiu 2017. nr 489

## 4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

<b>4.1. Course objectives (including form of classes)</b>
C1. Familiarizing students with the latest trends, directions, and research programs in contemporary economics
C2. Introducing students to the basic typologies, research methods, and objectives of heterodox economics in relation to orthodox (mainstream) economics,
C3. Familiarizing students with ways to address current socio-economic problems in an economy of uncertainty, such as the war in Ukraine, the cost-of-living crisis, the Covid-19 pandemic, the energy crisis, and food security, with consideration of alternative approaches in economics
<b>4.2. Detailed syllabus (including form of classes)</b>
<b>Lectures</b>
Orthodox Economics. Mainstream. Main assumptions and Characteristics,
Heterodox Economics, history, methods, and significance.
Austrian School. Specifics.
Institutions. Institutionalism. Agency theory, property rights, transaction costs, Cliometrics, NEI.
Feminist Economics
Radical Economics.
Law and Economics.
Behavioural Economics. Behavioural Finance.
Complexity Economics

Donut Economics Social Economics, CSR. Ecological Economics, Environmental Economics, Sustainable Development. Economic policy and heterodoxy. Heterodoxy and crises. Selected aspects of new economic policy proposals: Universal Basic Income Cognitive Capitalism Platform Cooperativism
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#### 4.3 Intended learning outcomes

Code	A student, who passed the course	Relation to learning outcomes
within the scope of <b>KNOWLEDGE:</b>		
W01	Student has in-depth knowledge of heterodox and orthodox economics and their significance for contemporary science (within the social sciences system, taking into account their interconnections) as well as for the economy	EKON2A_W01
W02	Student has in-depth knowledge of the practical application possibilities of heterodox economics methods and principles	EKON2A_W10
W03	Student knows the main phenomena and problems concerning the contemporary economy in the context of the possibilities for their solutions proposed within heterodoxy.	EKON2A_W09
within the scope of <b>ABILITIES:</b>		
U01	Student is able to analyse, interpret, and organize knowledge about heterodoxy and orthodoxy in economics, taking into account contemporary paradigms of this science.	EKON2A_U01
U02	Student is able to apply knowledge of heterodox economics and skillfully adapt it to current global issues	EKON2A_U03
U03	Recognizes the effects of using tools and instruments applied within orthodox and heterodox economics	EKON2A_U02
within the scope of <b>SOCIAL COMPETENCE:</b>		
...K01	Student is able to critically analyze current economic problems from the perspectives of heterodoxy and orthodoxy and creatively find ways to solve them	EKON2A_K04
K02	Student is able to rationally make choices between different economic approaches and defend his/her opinion regarding the applicability of heterodox and orthodox methods in relation to specific cases in real economic life.	EKON2A_K03
K03	Applies learned concepts in a theoretical dimension to understand complex processes occurring in the modern economy	EKON2A_K05

#### 4.4. Methods of assessment of the intended learning outcomes

Teaching outcomes (code)	Method of assessment (+/-)																							
	Exam oral/written*			Test*			Project*			Effort in class*			Self-study*			Group work*			Others* e.g. standardized test used in e-learning					
	Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes					
	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...
W01-W03				+																				
U01-U02										+														
K01-K03										+														

\*delete as appropriate

#### 4.5. Criteria of assessment of the intended learning outcomes

Form of classes	Grade	Criterion of assessment
lecture (L)	3	student received 50-59% of the possible points, which include the test and participation in the lecture
	3,5	student received 60-69% of the possible points, which include the test and participation in the lecture
	4	student received 70-79% of the possible points, which include the test and participation in the lecture
	4,5	student received 80-89% of the possible points, which include the test and participation in the lecture
	5	student received 90-100% of the possible points, which include the test and participation in the lecture

#### 5. BALANCE OF ECTS CREDITS – STUDENT'S WORK INPUT

Category	Student's workload
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	<b>Full-time studies</b>	<b>Extramural studies</b>
<i>NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/</i>	<b>30</b>	<b>15</b>
<i>Participation in lectures*</i>	20	10
<i>Others (please specify e.g. e-learning)*</i>	10	5
<i>INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/</i>	<b>20</b>	<b>35</b>
<i>Preparation for the exam/test*</i>	5	10
<i>Gathering materials for the project/Internet query*</i>	15	15
<i>TOTAL NUMBER OF HOURS</i>	<b>50</b>	<b>50</b>
ECTS credits for the course of study	<b>2</b>	<b>2</b>

*\*delete as appropriate*

*Accepted for execution (date and legible signatures of the teachers running the course in the given academic year)*

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