| Ann | nex No. 3 | First Cycle Studies Course Programme | | | | | |
|-----|---|---|----|------------------------|-----|--|--|
| 1. | Course Title | Development of Economic Thought | | | | | |
| 2. | Code | ECN 350 | | | | | |
| 3. | Study programme | Economics | | | | | |
| 4. | Organizer of the study programme (university unit i.e. | Ss. Cyril and Methodius University in Skopje Faculty of Economics - Skopje Chair of economics | | | | | |
| | institute, chair, department) | | | | | | |
| 5. | Level (first, second, third cycle) | First cycle | | | | | |
| 6. | Academic year / semester | 2022-2023 (winter/summer semester) | 7. | Number of ECTS credits | 7.5 | | |
| 8. | Professor | Prof. Borce Trenovski, PhD | | | | | |
| 9. | Preconditions for enrolment | None | | | | | |
| 10. | Course Objectives (Competencies): After taking this course, students should be able to: | | | | | | |

- Introduction to the current development of economic thought and elaboration (change of economic paradigms), results, weaknesses, and the opposition of certain schools of economic thought;
- Creating a solid theoretical basis for more effortless mastering of the material that is studied at a more specific level in other economic disciplines;
- To gain students' knowledge about economic life and the toolkit of economic analysis, as well as to raise the level of their own economic culture, etc.;
- To expand the knowledge of policies and instrumentation within each of the economic conceptions in order to create a solid theoretical base as a basis for creating optimal economic policies;
- To expand their knowledge about crucial economists, their work, and the time/environment in which they created their works – and who are the founders and creditors of the evolution of economic thought and practice.

11. Course content:

Teaching the subject of Development of economic thought should help students understand the current development of economic thought, i.e., the basic flows (schools) of economic thought from the ancient period to the present and the work of the greatest minds in economics and science. In this context, special attention is paid to the study of the following issues: economic thought until the emergence of economic science, mercantilism as a transition to the emergence of economic science, the classical school as the beginning of economics, social-utopism, history school, the emergence and development of Marxist economics, marginalism, institutionalism and neo-institutionalism, Keynesianism, post-Keynesianism and the new Keynesian economy, the radical political economy of the new left, the various schools within neoliberal (neoclassical) economic thought – monetarism, the school of rational expectations, the school of business, the school of real, theory of public choice, etc.

12. Learning methods: Lectures with presentations, interactive lectures, team work, guest lecturer, case studies, preparation and presentation of research paper.

| 13. | Total hours | 7.5 ECTS x 30 classes = 225 classes | | | |
|-----|---------------------|---|------------------------|------------|--|
| 14. | Allocation of hours | 90+30+15+90= 225 classes | | | |
| | per activity | | | | |
| 15. | Types of teaching | 15.1. | Lectures – Theoretical | 60 classes | |
| | activates | | teaching | | |
| | | 15.2. | Exercises (laboratory, | 0 classes | |
| | | | auditorium), seminars, | | |
| | | | teamwork | | |

| 16. | Other types of | | 16.1. | Project assignmen | ts | 30 classes | | | |
|-----|----------------------------|------------------------|----------------------|-------------------------------------|---|------------|--|--|--|
| | activities | | 16.2. | Independent assign | nments | 15 classes | | | |
| | | | 16.3 | Homework - assig | | 90 classes | | | |
| 17. | | | | Grading method: 80+10+10=100 points | | | | | |
| | 17.1. Tests | | | 80 points | | | | | |
| | 17.2. | | Independent work/pro | oject (with | 10 points | | | | |
| | | | presentation) | | 10 points | | | | |
| | 17.3. Attendance and class | | participations | rticipations | | | | | |
| 18. | Grading scale | | | less than 50 | 5 (five) (F) | | | | |
| | | | | points | ((') (E) | | | | |
| | | | | from 51 to 60 | 6 (six) (E) | | | | |
| | | | | points from 61 to 70 | 7 (seven) (D) | | | | |
| | | | | points | / (Seven) (D) | | | | |
| | | | | from 71 to 80 | 8 (eight) (0 | 7) | | | |
| | | | | points | o (eight) (| | | | |
| | | | | from 81 to 90 | 9 (nine) (B | | | | |
| | | | | points | | | | | |
| | | | | from 91 to 100 | 10 (ten) (A | .) | | | |
| | | points | | | | | | | |
| 19. | Preconditions for | · · | | | Realized activities from points 15 and 16 | | | | |
| 20. | Language | | | Macedonian (or English) | | | | | |
| 21. | Evaluation methor | hod Internal evaluatio | | | and survey | | | | |
| | Literature | | | | | | | | |
| | | Compulsory literature | | | | | | | |
| | _ | No. | Author | Title | Publishe | r Year | | | |
| | 22.1. | 1. | Методија | Развој на | Економск | и 2008 | | | |
| | | | Стојков | економската | факултет - | _ | | | |
| | | | | мисла | Скопје, | | | | |
| | | | | | Скопје | 1007 | | | |
| | | 2. | Marc Blaug | Economic | University | 1995 | | | |
| | | | | Theory in Retrospect | Press Cambridge | | | | |
| 22. | | | | Ketrospeci | Cambridge | / | | | |
| | | Additional literature | | | | | | | |
| | 22.2. | No. | Author | Title | Publishe | r Year | | | |
| | | 1. | Акад. Таки Фити | Кејнзијанската | MAHS, | 2011 | | | |
| | | | | економска | Економск | | | | |
| | | | | филозофија | факултет - | - | | | |
| | | | | | Скопје | | | | |
| | | 2. | Robert | A History of | Waveland | 2007 Fifth | | | |
| | | | Ekelund, Jr., | Economic | Press, Inc. edition | | | | |
| | | | Robert F. | Theory and | Long Grov | re, | | | |
| | | | Hebert | Method | Ilinois | | | | |