NAME OF THE COURSE		Planning in Macroeconomic Systems					
Code	EUE309	Year of study	graduate (1.)				
Course teacher	Silvia Golem, Ph.D.	Credits (ECTS)	5				
Associate teachers	Lena Malešević Perović, Ph.D.	Type of instruction (number of hours)	L		S	E	F
			26			26	
Status of the course	elective	Percentage of application of e-learning	30%				
COURSE DESCRIPTION							

Course objectives	The course aims to provide students with the skills and capabilities to understand and critically assess different models of economic growth and, by considering practical examples, to test theoretical predictions of those models.
Course enrolment requirements and entry competences required for the course	Course signature requirements: as determined by the Statute of the Faculty of Economics and Rules and Regulations for Studies and Study Programmes. Entry competencies: English language proficiency level B2-C1 (CEFR) and computer skills (Microsoft Office Package).
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The main learning outcome of the course: To set a theoretical economic background and to develop an understanding of quantitative methods which enable students to carry out empirical work in economics, employing real-world data The individual learning outcomes of the course: To compare assumptions and implications of different growth models and to critically assess their relevancy and to understand and asses proximate and fundamental sources of economic growth To identify and understand the main determinants of the public sector growth, and to critically assess the relevancy of the leading theories of the public sector growth To develop an understanding of the main econometric tools which enable students to empirically address the issue of economic growth and public sector growth To undertake an independent hands-on empirical exercise to investigate the causes of economic growth and public sector growth

Course content broken down in detail by weekly class schedule (syllabus)	Lectures		Exercises	
	Topic	H	Topic	H
	Introductory lecture.	2	The nature of economics. Economic systems. Planning in economics. Modern macroeconomic planning - Introduction	2

2021./2022.	Economic growth. Economic growth and development.	2	Tradiotional economic growth models and modern appraoces to economic growth. Disucssion.	2	
	Factors of economic growth	2	Practical exercises: read the relevant studies and discuss the importance of different factors of economic growth Quiz 1	2	
	Institutions and economic growth	2	Practical exercises: read the relevant studies and discuss the importance of institutions and their role in modern economies	2	
	Economics of happiness	2	Economics of happiness: examples, measurement, limitations	2	
	Measurement and economic data: economic growth	2	Practical exercises: macroeconomic data and sources, GDP growth rates, measurement issues, corrections and comparison across countires	2	
	Public sector. Public sector growth theories.	2	Practical exercises: read the relevant studies and discuss the importance and relevancy of different public sector growth theories	2	
	Public sector and Baumol's cost disease. Public sector and openness. Public sector and Wagner's law	2	Practical exercises: read the relevant studies and discuss the importance and impact of different public sector growth factors

Quiz 2 | 2 | |
| | Public sector and fiscal decentralisation. Public sector and interest groups. | 2 | Practical exercises: read the relevant studies and discuss the importance and impact of different public sector growth factors | 2 | |
| | Measurement issues and macroeconomic data: public sector growth | 2 | Macroeconomic Indicators and the Sources of Macroeconomic Data. Public sector growth rates: measurement, improvements and comparison across countries | 2 | |

	Introduction to empirical economics	2	Practical exercises: introduction to basic functions in an ecomentric software	2	
	Introduction to empirical economics- InfoLab, Stata software	2	Practical exercises: use real economic data, apply the appropriate econometric technique and prepare data for the econometric analysis	2	
	Introduction to empirical economics- InfoLab, Stata software	2	Model testing. Model selection. Practical exercises: use real economic data, apply the appropriate econometric technique and prepare data for the econometric analysis	2	

Format of instruction	☑ lectures ☑ seminars and workshops ☑ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☑ independent assignments ☑ multimedia ☐ laboratory ☐ work with mentor ☐ (other)

Student responsibilities	Students taking this course are expected to attend classes and to complete the assigned tasks. Regular class attendance is expected of all students taking this course - students are required to attend lectures at least 50% of total lectures held. Any violation against this rule may cause the ineligibility to take the final exam.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1 ECTS	Research		Practical training	1 ETCS
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	*3ECTS[1]*	Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	There will be a mid-term and an end-term exam organised. Only students who have passed the mid-term exam will be allowed to take the end-term exam. Additionally, students are expected to undertake an exercise to demonstrate the basic concepts of regression analysis using STATA programme. The results of the two exams (mid- and end-term) account for 80% of the final grade. The STATA regression analysis exercise

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[1, 3] Students who have passed mid- and end-term exams, do not have to take the final written exam.

		Number of copies in the library	Availability via other media
	Title		

accounts for the rest of the final grade (20%)

The final grade is calculated as follows:
-average result of the three positively marked mid-term exams, multiplied by 0.8
-average result of the STATA exercise, multiplied by 0.2

Alternatively, students can take the final (written) exam which will be organised during the examination period.

Points scores and grades:
0-49   fail (1)
50-62   pass (2)
63-75   good (3)
76-87   very good (4)
88-100 excellent (5)

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Söderbom, M., Teal, F., Eberhardt, M., Quinn S. and Zeitlin, A., 2015. *Empirical Development Economics*. London: Routledge.		electronically
	Snowdon, B. and Vane, H. R., 2005. *Modern Macroeconomics: Its Origins, Development and Current State*. New York: Edward Elgar.		electronically
	Rodrik, D. 2007. One Economics, Many Recipes. Princeton: Princeton University Press.		electronically
Optional literature (at the time of submission of study programme proposal)	O'Sullivan, A., Sheffrin, S. and Perez, S., 2014. *Macroeconomics: Principles, Applications & Tools*, 8 ed., London: Pearson Ed. Golem, S. i Malešević Perović, L., 2014. An Empirical Analysis of the Relationship between Fiscal Decentralization and the Size of Government", Finance a úvěr– Czech Journal of Economics and Finance, Vol. 64 (1), str. 30-58. Malešević Perović, L., Golem, S. i Mihaljević Kosor, M., 2016. Convergence in Government Spending Components in EU15: a Spatial Econometric Perspective. Amfiteatru Economic, Vol.18 (42), str. 240-254. Golem, S., 2017. Economic openness and government size: the empirical literature		

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	review, u Mokryš, M. i Badura, S. (Eds.), Proceedings of the 5th Virtual Multidisciplinary Conference QUAESTI 2017, Žilina, 9.-16.12.2017., EDIS - Publishing Institution of the University of Zilina, Žilina, str. 25-29. Golem S., 2010. Fiscal Decentralisation and the Size of Government: a Review of the Empirical Literature. Financial Theory and Practice, Vol. 1 (34), str. 53-69. Jones, C. I. i Klenow, P. J. 2016. Beyond GDP? Welfare across Countries and Time. American Economic Review, 106 (9), str. 242-2457 OECD, 2017.How's Life? Measuring Well-being. OECD Publishing, Paris. http://dx.doi.org/10.1787/how_life-2017-en Blanchflower, D. G. i Oswald, A. J. 2004. Well-being over time in Britain and the USA, Journal of Public Economics, 88 , str. 1359-1386 Blanchflower, D. G. i Oswald, A. J. 2008. Is well-being U-shaped over the life cycle? Social Science & Medicine 66, 1733-1749 Dolan, P., Peasgood, T. i White, M. 2008. Do we really know what makes us happy? A review of the economic literature on the factors associated with subjective well-being, Journal of Economic Psychology, 29, str. 94-122 Malesević Perović, L. i Golem, S., 2010. Investigating Macroeconomic Determinants of Happiness in Transition Countries: How Important is Government Expenditure?. Eastern European Economics, Vol. 48 (4), str. 59-75.
Quality assurance methods that ensure the acquisition of exit competences	Registering students' attendance and success in carrying out of their duties (lecturer). Monitoring lectures and practice sessions (Vice Dean for Education). Students' Performance analysis in each course (Vice Dean for Education). Student questionnaire on the quality of lecturers and lessons for each course (University of Split, Quality Assurance Centre). Examination is used as an instrument to evaluate individual course outcomes by the course lecturer. The content of exam is reassessed periodically in order to assure compliance with the course outcomes.
Other (as the proposer wishes to add)	The course is taught in Croatian and in English.