	UČNI NAČRT PREDMETA/COURSE SYLLABUS
Predmet:	**Ekonomika gospodarske rasti**
Course title	**Economics of Economic Growth**

Študijski program in stopnja **Study programme and level**	**Študijska smer** **Study field**	**Letnik** **Academic year**	**Semester** **Semester**
Poslovna ekonomija 2	Poslovna ekonomija	2.	3.
Business Economics 2	Business Economics	2nd	3rd

Vrsta predmeta/Course type	izbirni/elective
Univerzitetna koda predmeta/University course code	

Predavanja **Lectures**	**Seminar** **Seminar**	**Sem. vaje** **Tutorial**	**Lab. vaje** **Laboratory work**	**Teren. vaje** **Field work**	**Samost. delo** **Individ. work**	**ECTS**
24		16				7

Nosilec predmeta/Lecturer:	Doc. dr. Malči Grivec
Jezik/ Languages: **Predavanja/Lectures:**	slovenski/Slovenian
Vaje/Tutorial:	slovenski/Slovenian

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
• Pogoj za vključitev v delo je vpis v drugi letnik študijskega programa. • Študent mora pred izpitom pripraviti in predstaviti raziskovalno nalogo.	• The condition for inclusion is entry in the second year of study. • Student has to prepare, present and defend a research paper before the exam.

Vsebina:	**Content (Syllabus outline):**
• *Razvoj teorije rasti.* • *Vzpostavitev neoklasične paradigme v ekonomski teoriji.* Neoklasični model rasti. • *Nastanek in značilnosti neoklasične sinteze v ekonomski teoriji* (Solow, Swan, Romer). • *Ponudbeno zasnovana rast:* povečanje proizvodnje zaradi povečanja in izboljšanja faktorjev rasti (neoklasična teorija; Kaldor-Thirwallov model). • *Neoklasični keynesianizem.* • *Povpraševalno zasnovana rast:* povečanje proizvodnje zaradi povečanja agregatnega povpraševanja (keynesianska teorija - Domarjev model, Harrodov model). • *Keynesianska razvojna politika:*	• *Development of growth theory*. • *Establishing a neoclassical paradigm in economic theory*. Neoclassical model of growth. • *The formation and characteristics of neoclassical synthesis in economic theory* (Solow, Swan, Romer). • *Offer-based growth*: increase in production due to increase and improvement of growth factors (neoclassical theory; Kaldor-Thirwall model). • *Neoclassical keynesianism.* • *Demand-driven growth*: increase in production due to the increase in aggregate demand (Keynesian theory - Domar model, Harrod model). • *Keynesian Development Policy*:

instrumenti. • *Postkeynesianska ekonomska teorija in nova keynesianska ekonomika.* • *EU in keynesianska politika* (denarna in fiskalna politika ter tranzicijska dinamika - hitrost konvergence, tj. Mankiw, Romer in Weil).	*instruments.* • *Post-Keynesian economic theory and new Keynesian economics*. • *The EU and Keynesian policy* (monetary and fiscal policy, and transitional dynamics - the speed of convergence, i.e. Mankiw, Romer and Weil).

Temeljna literatura in viri/Readings:

Temeljna literatura/Basic literature

- Močnik, D., Duh, M. in Crnogaj, K. (2019). Slovenska podjetniška demografija in prenos podjetij [Elektronski vir]: slovenski podjetniški observatorij 2018. Maribor: Univerzitetna založba Univerze.
- Samuelson, William ; Marks, Stephen Gary (2010). Managerial economics: international student version. Hoboken (N.J.): J. Wiley, cop.
- Širec, K., Tominc, P., Crnogaj, K., Rus, M. in Bradač Hojnik, B. (2024). Podjetništvo za trajnostno prihodnost: GEM Slovenija 2023. Maribor: Univerza v Mariboru, Univerzitetna založba.

Priporočljiva literatura Recommended literature

- Barro, R. J. in Sala-i-Martin, X. (2004). Economic Growth. Cambridge: MIT Press.
- Jones, C. I. (2002). Introduction to Economic Growth, second edition. New York, London: W. W. Norton
- Senjur, M. (2002). Razvojna ekonomika: teorije in politike gospodarske rasti in razvoja. Ljubljana: Ekonomska fakulteta (izbrana poglavja)
- Van den Berg, H. (2001). Economic Growth and Development. Boston: McGraw-Hill.

Cilji in kompetence:	**Objectives and competences:**
Učna enota prispeva predvsem k razvoju naslednjih splošnih in specifičnih kompetenc: • poznavanje in razumevanje procesov v poslovnem okolju; • razvijanje celovitega kritičnega razmišljanja (sposobnosti predvidevanja, analize, sinteze in vrednotenja); • obvladovanje raziskovalnih metod, postopkov, procesov in tehnologije; • razvijanje sposobnosti za kreativno uporabo znanja v poslovnem okolju; • poznavanje in razumevanje teorije ekonomske politike; • poznavanje nosilcev ekonomske politike, kot so: vlada, centralna banka, parlament, mednarodne organizacije, interesne skupine itd. in usposabljanje za preučevanje njihovega ravnanja ter posledic ravnanja (postavljanje ekonomskih ciljev, ukrepanje, koordinacija ukrepov, razreševanje ekonomskih konfliktov); • seznanjanje z metodološkimi in vsebinskimi razhajanji v sodobni	*The learning unit mainly contributes to the development of the following general and specific competences:* • knowledge and understanding of processes in the business environment; • developing comprehensive critical thinking (the ability of prediction, analysis, synthesis and evaluation); • mastering research methods, procedures, processes and technology; • developing skills for creative use of knowledge in the business environment; • knowledge and understanding of the economic policy theory; • knowledge of economic policy makers, such as: government, central bank, parliament, international organizations, stakeholders, etc. and being qualified to study their behaviour and the consequences of behaviour (setting economic goals, acting, coordinating actions, resolving economic conflicts); • getting to know the methodological and content divergences in contemporary

ekonomski teoriji (heterodoksne ekonomske teorije, njihova kritika ortodoksnih smeri v okviru neoklasične sinteze); • poznavanje in razumevanje Solowega modela (Solow, 1957) teorije gospodarske rasti (potrebni pogoj za dolgoročno gospodarsko rast je rast gospodarske učinkovitosti); • poznavanje nekaterih mehanizmov za pospeševanje rasti gospodarske učinkovitosti; • usposabljanje za ocenjevanje perspektive Slovenije za dolgoročno rast na podlagi mednarodne primerjave.	economic theory (heterodox economic theories, their critique of orthodox directions within neoclassical synthesis); • knowledge and understanding of the Solow's theory of economic growth model (Solow, 1957) (the necessary condition for a long-term economic growth is the growth of economic efficiency); • knowledge of certain mechanisms to promote the growth of economic efficiency; • being qualified for assessing Slovenia's long-term growth perspective on the basis of international comparisons.

Predvideni študijski rezultati:	**Intended learning outcomes:**
Znanje in razumevanje: *Študent/Študentka:* • razume gospodarstvo kot ekonomski sistem, v katerem obstajajo privatna in državna podjetja vzporedno in v katerem imamo individualno in kolektivno odločanje o uporabi in distribuciji ekonomskih resursov; • spozna deleže posamezne lastninske in organizacijske strukture v različnih deželah; • spozna mešana gospodarstva, ki so se razvila kot alternativa planskemu gospodarstvu (ohranja predpostavke učinkovitosti kapitalističnega sistema, istočasno se pa izogiba neravnovesju, ki ga ustvarjajo nenadzorovane tržne sile); • spozna kako država s svojimi ukrepi skrbi, da ekonomske fluktuacije ne presegajo kritične meje, regulira okvir delovanja ekonomskih subjektov in določa pravno bazo za delovanje različnih trgov; • razume kako javni sektor zagotavlja dinamizem sodobnemu gospodarstvu, saj se več kot 50 % družbenega bruto produkta "vrti" znotraj tega sektorja; • celotno keynesiansko in postkeynesiansko teorijo razume kot konceptualizacijo mešanega gospodarstva.	Knowledge and understanding: *Students:* • understand the economy as an economic system in which there are private and state enterprises in parallel and in which there is individual and collective decision-making on the use and distribution of economic resources; • recognize the shares of individual ownership and organizational structure in different countries; • recognize mixed economies that have developed as an alternative to the planned economy (preserving the assumptions of the capitalist system's effectiveness, while at the same time avoiding the imbalance created by uncontrolled market forces); • understand how the state, through its measures, ensures that economic fluctuations do not go beyond the critical boundary, how it regulates the framework of economic operators and how it provides a legal basis for the functioning of different markets; • understand how the public sector provides dynamism to the modern economy, as more than 50% of the gross domestic product is "rotating" within this sector; • understand the entire Keynesian and Post-Keynesian theory as the conceptualization of a mixed economy.

Metode poučevanja in učenja:	**Learning and teaching methods:**
• *predavanja* z aktivno udeležbo (razlaga,	• *lectures* with active student participation

diskusija, vprašanja, primeri, reševanje problemov); • *raziskovalno delo* (pisni izdelek, predstavitev in vodena diskusija); • *konzultacije* (individualne in skupinske); • *usmerjen samostojni študij*.	(explanation. discussion, questions, examples, solving problems), • *research work* (written paper, presentation and guided discussion); • *consultations* (individual and group); • *guided independent study*

Načini ocenjevanja:	Delež (v %) Weight (v %)	**Assessment:**
Način (pisni izpit, ustno spraševanje, naloge, projekt): • 100 % udeležba na predavanjih in vajah ter priprava, predstavitev in zagovor raziskovalne naloge • če študent ni 100 % udeležen na predavanjih in vajah: - izpit - priprava, predstavitev in zagovor raziskovalne naloge	100 60 40	Types (written examination, oral examination, coursework, project): • 100 % attendance of lectures and tutorial including preparation, presentation and defense of a research paper, • If the student has not fully attended lectures and tutorial (100%): - exam, - preparation, presentation and defense of a research paper.