



HISTORY of ECONOMICS and ECONOMIC THOUGHT (308)

Discipline Work Program (Syllabus)

Discipline Curriculum Requisites

Academic degree	<i>First (bachelor)</i>
Knowledge branch	<i>05 "Social and Behavioural Science"</i>
Speciality	<i>051 "Economics"</i>
Undergraduate program:	<i>"INTERNATIONAL ECONOMICS"</i>
Status of the academic discipline	<i>Compulsory educational components. General training cycle</i>
Mode of study:	<i>Full-time</i>
Year of preparation, semester	<i>2021-2022 academic year, first course, autumn semester</i>
Credits (hours)	<i>ECTS 4.5 credits / 135 hours</i>
Type and form of the semester control / control events	<i>The exam / Module Control Work / Individual tasks (Research report)</i>
Class schedule	http://rozklad.kpi.ua/Schedules/ViewSchedule.aspx?v=4109c241-1039-4e4c-a94f-ea0a40b68883
Teaching Language	<i>English</i>
Teacher's Informaton	<p>Lecturer : Nataliya YUDINA, PhD (in Economics), Associate Professor, Associate Professor of the Industrial Marketing Department</p> <p>Contact Data:</p> <p>+38-093-971-13-35 (phone, Telegram, Viber)</p> <p>Nataly.Yudina@meta.ua ,</p> <p>Telegram: @NataliyaYudina https://t.me/NataliyaYudina</p> <p>Practical Lessons : Nataliya YUDINA, PhD (in Economics), Associate Professor, Associate Professor of the Industrial Marketing Department</p> <p>Contact Data:</p> <p>+38-093-971-13-35 (phone, Telegram, Viber)</p> <p>Nataly.Yudina@meta.ua ,</p> <p>Telegram: @NataliyaYudina https://t.me/NataliyaYudina</p>
Course location	http://e.futurolog.com.ua/course/view.php?id=4 https://zoom.us/j/97383897684/ https://zoom.us/j/94014761502/

1. The academic discipline description, its goal, the subject of study and the study results.

The academic subject **objective** is to study historical and economical experience and thoughts of the distinguished scientist in economics; to form the deep understanding of countries features on the basis of deep learning these countries historical processes; to form among students a holistic mindset, a global world outlook to economic relations and economic activities on different historical stages that includes a system of abilities in:

- *the analysis of the economic issues and orders of their development on the basis of historical analogies; historical period features of economy relationship evolution;*
- *forecasting of the future economy development on the basis of historical analogies.*

The subject of study is the formation, development and general mechanisms of economics under the conditions of historical evolution of contemporary economic vision and thinking on micro-, mezo-, macro- and global levels in different eras.

Why it is important for a student?

After acquisition of the academic subject “History of Economics and Economic Thought” students will be able to demonstrate next results:

KNOWLEDGE:

- of the main historical periods of economy development;
- of the main tools of managing economic relations;
- of concepts of economic relationship evolution;
- of the features of every historical periods of economy development (including information society, economical and technological cycles), their analogies, reasons, orders of evolution of their socio-economic systems and economic relations;
- of features of economy subjects functioning, roles of economic subjects, relations;
- of the approaches to economic thought and the features of different economic schools;
- of historical features of international economy development.

SKILLS:

- to define system issues of the economic process on the different historical periods;
- to prove scientifically consequences of the historical events impact to the economy policy and practices;
- to separate analogies, features, reasons, orders of evolution of socio-economic systems and economic relations for making forecasts of their future development;
- to use knowledge in History of Economics and Economy Thought to develop roadmaps for new socio-economic systems;
- to implement and mix different historical approaches to economics and economy thought;
- to improve and develop contemporary economic thought.

Learning the subject forms the next program learning outcomes for the students:

- To reproduce moral, cultural, scientific values, multiply the achievements of society in the socioeconomic sphere, and promote healthy lifestyles (PLO 2);
- To know and use economic terminology, explain the basic concepts of micro- and macroeconomics (PLO 3);
- To understand the principles of economics, especially the functioning of economic systems (PLO 4);
- To use professional arguments to transmit information, ideas, problems and ways of their solving to professionals and non-professionals in the field of economic activity (PLO 6);
- To apply appropriate economic and mathematical methods and models for solving economic problems (PLO 8);

- To realize the main features of the modern world and national economy, the institutional structure, directions of social, economic and foreign economic policy of the state (PLO 9);
- To be able to analyze the processes of government authorities and market regulation of socioeconomic and labor relations (PLO 11);
- To apply the acquired theoretical knowledge to solve practical problems and interpret the obtained results in a meaningful way (PLO 12);
- To identify and plan personal career development opportunities (PLO 14);
- To demonstrate the basic skills of creative and critical thinking in research and professional communication (PLO 15);
- To be able to use data, provide argumentation, critically evaluate logic and draw conclusions from scientific and analytical texts on economics (PLO 16).

2. Discipline prerequisites and post-requisites (the place in the structural and logical scheme, according to the curriculum)

The academic subject “History of Economics and Economic Thought” (30 8) ensures next disciplines: “Economic Theory” (ПО 1), “Economics of Enterprise” (ПО 8).

3. Academic discipline content

CHAPTER 1. HISTORY OF ECONOMIC RELATIONS AND THE ECONOMY THOUGHT BIRTH

Topic 1.1 Method and Introduction: the unit of History of Economics and Economy Thought and its main directions.

Topic 1.2. The economics of the primitive communal system and its evolution at the stage of early civilizations.

Topic 1.3. Economic development and economic thought of Ancient East during the formation of world civilization (VIII century BC-V century AC).

Topic 1.4. Features of economic development and economic thought Ancient Greece during the world civilization formation (VIII century BC-V century AC).

Topic 1.5. Economy and economic thought of European civilization in the Middle Ages (V- XV centuries).

Topic 1.6. Prerequisites and developing of Market-driving Economy in countries of European civilization in XVI and the first half of XVII centuries.

CHAPTER II. CONTEMPORARY ECONOMIC THOUGHT

Topic 2.1. Emerging of Market-driving Economy during a period of national states developments in XVII and XIX centuries. Birth of Classical political economy.

Topic 2.2. Market economies of Western Civilization countries under the conditions of monopolistic competition (the second half of XIX century – the beginning of XX century).

Topic 2.3. Neoclassicism (the second half of XIX century – the beginning of XX century).

Topic 2.4. The transfer of economy thought from Industrial Era to Information society.

4. Training materials and resources

Basic recommended reading

1. Yudina N. V. History of Economics and Economic Thought : distance e-learning course / Futurolog Portal. URL : <http://e.futurolog.com.ua/course/view.php?id=4> .
2. Yudina, N. V. History of Economics and Economic Thought. Recommendation for research report preparing [Electronic resource] : textbook for ‘bachelor’ academic degree seeking applicants on educational program “International Economics” on specialty 051 “Economics” / N. V. Yudina, O. P. Kavtysh ; Igor Sikorsky Kyiv Polytechnic Institute. – Electronic text data (1 file: 8,6 Mb). – Kyiv : Igor Sikorsky Kyiv Polytechnic Institute, 2020. – 59 p. – Title from the screen. URL: <https://ela.kpi.ua/handle/123456789/35473>

3. William J. Barber A History of Economic Thought, Praeger 1968 and Penguin 1967. The webpage has been authorized by William J. Barber as of October 23 2002. URL : <http://www.eatonak.org/EC402/downloads-3/files/Barber.pdf>.
4. Jurgen Georg Backhaus Editor Handbook of the History of Economic Thought. Insights on the Founders of Modern Economics. Springer New York Dordrecht Heidelberg London, 2012. P. 361. URL : <http://competitionandappropriation.com/wp-content/uploads/2017/08/HandbookHistoryThought.pdf>
5. Joseph A.Schumpeter, Elizabeth Boody Schumpeter, Mark Perlman History of Economic Analysis. First published in Great Britain in 1954 by Allen & Unwin (Publishers) Ltd. This edition published in the Taylor & Francis e-Library, 2006. P. 1321 URL : <http://www.urbanlab.org/articles/economics/Schumpeter%201954%20-%20history%20economic%20analysis.pdf>.
6. Harry Landreth, David C. Colander History of Economic Thought. Houghton Mifflin Company Boston Toronto. P. 534 URL : <https://pdfs.semanticscholar.org/d402/5ed1acc9ccd1ce64733a0c275bd6d6fb291c.pdf>.
7. V. Loganathan, M. R. Gopal, M. Singari, V. Rajasekaran, S. Rajendran, P. Neelavathy S.R. Kennedy Economic Theory Higher Secondary - Second Year. Tamilnadu Textbook Corporation. Government of Tamilnadu First Edition, 2007. P. 270. URL : <http://www.studyguideindia.com/ebooks/download/tamilnadu/Std12-Econ-EM-term1.pdf>
8. Nataliya Yudina Time as Economic Value of Information Society. Scientific Challenges : Collection of Materials of the Multidisciplinary Scientific and Practical Conference on the occasion of World Science Day for Peace and Development, Kyiv, November 29, 2019. / [compiler L. I. Yudina]. Kyiv, 2019. p. 111-113. URL : <http://futuolog.com.ua/publish/16/zbirnyk.pdf#page=111>.

Auxiliary recommended reading

1. Nataliya Yudina. MANAGING INSTRUMENTS OF THE FUTURE / *Marketing Of Scientific And Research Organizations*, Łukasiewicz Research Network – The Institute of Aviation Scientific Publishers. Poland, Warsaw 2020, Vol. 38, Issue 4, p. 69–88 pISSN 2353-8503 eISSN 2353-8414 http://minib.pl/wp-content/uploads/2020/12/4-Yudina_ang.pdf ; DOI: 10.2478/minib-2020-0027
2. Natalija V.Yudina Multi-Layering Management Concept On The Basis Of The Innovative Development. *International Marketing and Management of Innovations*, №4, 2019, Bielsko-Biala (Poland), №4, 2019. E-ISSN 2451-1668. DOI 10.5281/zenodo.3252973 URL : http://immi.ath.bielsko.pl/wp-content/uploads/2019/07/IMMI_11_2019.pdf
3. Yudina N. V. Methods of the Startup-Project Developing Based on 'the Four-Dimensional Thinking' in Information Society. *Marketing and Management of innovations*. 3'2017, мова публікації : англійська. P. 245–256. DOI:10.21272/mmi.2017.3-23. Access mode : <http://mmi.fem.sumdu.edu.ua/journals/2017/3/245-256>.
4. Yudina Nataliya Risks of changes of economic types and inertness of managers' mindsets [Electronic resource] / Nataliya Yudina // *Risks of Instability: Safety and Management* : Collection of Materials of the Multidisciplinary Scientific and Practical Conference, Kyiv, March, 16th, 2018 / [compiler L. I. Yudina]. – Kyiv : Yudina L. I., 2018. – Access mode : <http://futuolog.com.ua/publish/8/Zbirnyk.pdf#page=69>.
5. Yudina N. V. Strategic practical application of foresight for enterprises [Electronic resource] / N. V. Yudina // *Foresight: Scientific Vision, Strategies and Management* : Collection of Materials of the Multidisciplinary Scientific and Practical Conference, Kyiv, July 28th, 2017 / [compiler L. I. Yudina]. – Kyiv, 2017. – Access mode : <http://futuolog.com.ua/publish/6/Zbirnyk.pdf#page=17>.
6. Yudina N. V. International collaboration and requirements to employees [Electronic resource] / N. V. Yudina // *Information Society: Science, Technology, Markets* : Collection of Materials of the Multidisciplinary Scientific and Practical Conference, Kyiv, March 17th, 2017 / [compiler L. I. Yudina]. – Kyiv, 2017. – Access mode : <http://futuolog.com.ua/publish/4/Zbirnyk.pdf#page=36>.

7. Yudina N. Dependencies in Information Society and Management of Consumers' Behavior. Marketing Specialists' Responsibility [Electronic resource] / N. Yudina // Trends of the Future: Risks, Opportunities, Tasks : Collection of Materials of the Multidisciplinary Scientific and Practical Conference, Kyiv, December 23th, 2016 / [compiler L. I. Yudina]. – Kyiv, 2016. – Access mode: <http://futurolog.com.ua/publish/3/Zbirnyk.pdf#page=21>.
8. Scientific Thought of Information Era: Achievements, Challenges, Priorities [Electronic resource] : Collection of Materials of the Multidisciplinary Scientific and Practical Conference, Kyiv, December 21th, 2018 / [compiler L. I. Yudina]. – Electronic data (9,0 Mb). – Kyiv : Yudina L. I., 2019. – Access mode : <http://futurolog.com.ua/publish/14/zbirnyk.pdf>. – Ua, Eng, Ru. – Title. – ISBN 978-617-7698-04-2 : free.
9. Nartey R. K., Yudina N. V. Agriculture: a Tool for Sustainable Development in Ghana. Scientific Thought of Information Era: Achievements, Challenges, Priorities : Collection of Materials of the Multidisciplinary Scientific and Practical Conference, Kyiv, December 21th, 2018 / [compiler L. I. Yudina]. Kyiv, 2019. URL : <http://futurolog.com.ua/publish/14/zbirnyk.pdf#page=113>.
10. Zare A., Yudina N. Strategic Historical Location of Iran. Scientific Thought of Information Era: Achievements, Challenges, Priorities : Collection of Materials of the Multidisciplinary Scientific and Practical Conference, Kyiv, December 21th, 2018 / [compiler L. I. Yudina]. Kyiv, 2019. URL : <http://futurolog.com.ua/publish/14/zbirnyk.pdf#page=116>.
11. Guzman R., Yudina N. Science and Technology in Latin America. Scientific Thought of Information Era: Achievements, Challenges, Priorities : Collection of Materials of the Multidisciplinary Scientific and Practical Conference, Kyiv, December 21th, 2018 / [compiler L. I. Yudina]. Kyiv, 2019. URL : <http://futurolog.com.ua/publish/14/zbirnyk.pdf#page=119>.
12. Bilbao K. E., Yudina N. V. Economic Development of South America and Caribbean Towards Better Jobs and Socio-Economic Opportunities. Scientific Thought of Information Era: Achievements, Challenges, Priorities : Collection of Materials of the Multidisciplinary Scientific and Practical Conference, Kyiv, December 21th, 2018 / [compiler L. I. Yudina]. Kyiv, 2019. URL : <http://futurolog.com.ua/publish/14/zbirnyk.pdf#page=122>.
13. Yudina N. V. Scientific Thought of the Information Era. Scientific Thought of Information Era: Achievements, Challenges, Priorities : Collection of Materials of the Multidisciplinary Scientific and Practical Conference, Kyiv, December 21th, 2018 / [compiler L. I. Yudina]. Kyiv, 2019. URL : <http://futurolog.com.ua/publish/14/zbirnyk.pdf#page=125>.
14. The Fourth Industrial Revolution [Electronic resource] : Collection of Materials of the Multidisciplinary Scientific and Practical Conference, Kyiv, April 22, 2019 / [compiler L. I. Yudina]. – Electronic data (3,4 Mb). – Kyiv : Yudina L. I., 2019. – Access mode : <http://futurolog.com.ua/publish/15/zbirnyk.pdf>. – Ua, Eng. – Title. – ISBN 978-617-7698-05-9 : free.
15. Natalija Yudina The Fourth Industrial Revolution and Its Hidden Side. The Fourth Industrial Revolution : Collection of Materials of the Multidisciplinary Scientific and Practical Conference, Kyiv, April 22, 2019 / [compiler L. I. Yudina]. Kyiv, 2019. URL : <http://futurolog.com.ua/publish/15/zbirnyk.pdf#page=85>.
16. Kavtysh O. Modernization of the Ukrainian economy: the theory and practice of reforms. Journal 'Efektivna ekonomika', 2013. №1. Available at: <http://www.economy.nayka.com.ua/index.php>
17. Kavtysh O. Structural policy as a basis for modernizing the national economy in modern conditions. Economic bulletin of National technical university of Ukraine "Kyiv polytechnic institute". 2013.. №10. Available at: <http://ev.fmm.kpi.ua/>
18. Kavtysh O., Krush P. Determinants of the impact of corporations on the functioning and development of the national economy. Theories of micro-macro economy. 2014. No. 41, pp. 64-75 Journal 'Efektivna ekonomika', 2013. №1. Available at: <http://www.economy.nayka.com.ua/index.php>
19. National Economy: manual / Ed. prof., Phd in Economics P.V. Krush - Kiev: Caravella; Picha Y.V., 2008. 416 p.
20. Kavtysh O., Lemeshko N. Manufacturing as the main factor in the progressive development of society. Scientific and technological development: economy, technology, management [Text]

materials of the XIII International Scientific and Practical Conference, April 9-11, 2014, Kyiv, NTUU "KPI";. P. 50

21. Great Books in Economic history and related disciplines URL: <https://www.bradford-delong.com/great-books-in-economic-history-and-related-disciplines.html>
22. Murray N. Rothbard Economic Thought Before Adam Smith. An Austrian Perspective on the History of Economic Thought. Vol. 1. Edward Elgar Publishing Ltd., 2006. 574 P. URL : https://mises-media.s3.amazonaws.com/Austrian%20Perspective%20on%20the%20History%20of%20Economic%20Thought_1_Economic%20Thought%20Before%20Adam%20Smith.pdf
23. Edwin Seligman The Economic Interpretation of History. Batoche Books, 1999, 83 P. URL : <https://socialsciences.mcmaster.ca/econ/ugcm/3ll3/seligman/Interpretation.pdf>
24. Конспект лекцій по дисципліні «Історія економіки та економічної думки» для студентів міжнародного факультета напрямів підготовки 6.030502 «Економічна кібернетика», 6.030503 «Міжнародна економіка» / Національний технічний університет України «КПІ», каф. міжнародної економіки; Чайковська М.А., Боклан Н.С. - Київ : НТУУ «КПІ», 2012. - 157 с. (in Ukrainian)
25. Термінологічний словник з дисципліни «Історія економіки та економічної думки» для студентів напрямів підготовки 6.030502 «Економічна кібернетика», 6.030503 «Міжнародна економіка» / Національний технічний університет України «КПІ», каф. міжнародної економіки; Чайковська М.А. - Київ : НТУУ «КПІ», 2012. - 16 с. (in Ukrainian)
26. Хронологія виникнення та розвитку економіки та світової економічної думки: дидактичні матеріали з дисципліни «Історія економіки та економічної думки» для студентів напрямів підготовки 6.030502 «Економічна кібернетика», 6.030503 «Міжнародна економіка» / Національний технічний університет України «КПІ», каф. міжнародної економіки; Чайковська М.А. - Київ : НТУУ «КПІ», 2012. - 50 с. (in Ukrainian)
27. Дидактичні матеріали "Періодизація історії економічної думки" з дисципліни «Історія економіки та економічної думки» для студентів напрямів підготовки 6.030502 «Економічна кібернетика», 6.030503 «Міжнародна економіка» / Національний технічний університет України «КПІ», каф. міжнародної економіки; Чайковська М.А. - Київ : НТУУ «КПІ», 2012. - 22 с. (in Ukrainian)
28. Навчально-методичні вказівки до вивчення дисципліни «Історія економіки та економічних вчень» англійською мовою для студентів напрямку підготовки 6.030601 «Менеджмент» ОКР «Бакалавр» / Укладач Коновалова Н.С. – К.: НТУУ “КПІ”, 2015. – 15 с. (in Ukrainian)
29. Історія економіки та економічної думки: Методичні вказівки до семінарських занять та самостійної роботи студентів напрямку підготовки 6.030601 "Менеджмент" / Боклан Н.С., Черненко Н.О. – К. : НТУУ «КПІ», 2011. - 74 с. (in Ukrainian)

Training content

5. Methods of mastering the discipline

There are lectures, practical lessons, the individual work (in the form of a research work), the control work, discussions, case-study and quizzes.

Lectures and practical trainings during a semester are planned by the academic subject program. And student self-tuition is planned by the academic subject program. The start rate (that is accumulated during all semester long) includes points that the student receives for:

- 1) the performance of the practice works: tasks, discussions, cases;
- 2) the interactive quizzes on the basic of theoretical materials of lectures;
- 3) the module control work results (the accumulated result for Part I and Part II)
- 4) the performance of the individual self-tuition work (a library-and-research report).

Credit module learning ensures strategies of active thinking and collective mind learning that include next training methods and techniques:

- 1) problem-based learning (heuristic talking, research methods, case-study);

2) student-centered education that is based on active forms and techniques such as brainstorm, business games, SQ3R (survey-question-read-recite-review), discussion, video-conferences, express-conferences, interactive techniques, project technologies and others;

3) information and communicative technologies that ensure problem-based learning and activation of student self-tuition (electronic, online and multimedia presentations, video-lectures, multimedia and distance-learning support of the training process, net-communications etc.

Each student receives a personal login and a password to the distance-learning course for self-tuition. There are interactive didactic material, articles, links to the english books, other references that help student to perform practical training tasks and arrange lecture material. Also control modul questions, lecture presentations and practical training tasks are published on it. Such the forman of supporting classes ensures reinforce information that students receive previously on lectures or practical classes.

The detailed course roadmap of training and tasks, recommended to the students, is published in the distance e-learning course [1]. The plan, the detailed topics, content of the lectures and auxiliary materials are published in [1; 2]. There are the topics and the structural and logical construction of the course:

Academic week	TOPIC	Assessment
1	Method and Introduction: the unit of History of Economics and Economy Thought and its main directions.	Quiz 1 Training 1
2	The economics of the primitive communal system and its evolution at the stage of early civilizations.	Quiz 2 Training 2
3	Economic development and economic thought of Ancient East during the formation of world civilization (VIII century BC-V century AC)	Quiz 3 Training 3
4-5	Features of economic development and economic thought Ancient Greece during the world civilization formation (VIII century BC-V century AC)	Quizzes 4-5 Trainings 4-5
6	Economy and economic thought of European civilization in the Middle Ages (V- XV centuries)	Quiz 6 Training 6
7-8	Prerequisites and developing of Market-driving Economy in countries of European civilization in XVI and the first half of XVII centuries	Quizzes 7-8 Trainings 7-8 The module control work (Part 1)
9	Emerging of Market-driving Economy during a period of national states developments in XVII and XIX centuries. Birth of Classical	Quiz 9 Training 9
10-11	Market economies of Western Civilization countries under the conditions of monopolistic competition (the second half of XIX century – the beginning of XX century).	Quizzes 10-11 Trainings 10-11
12	Neoclassicism (the second half of XIX century – the beginning of XX century).	Quiz 12 Training 12
13-18	The transfer of economy thought from Industrial Era to Information society	Quizzes 13-17 Trainings 13-17 The module control work (Part 2)
17	Performance of the Research work	Publication
	The semester control (the exam session, according to the schedule)	Exam

The correspondence of to education components, teaching methods and forms of assessment to the program learning outcomes are shown in the next table:

Program learning outcomes EP	Teaching methods	Forms of assessment
PLO 2: To reproduce moral, cultural, scientific values, multiply the achievements of society in the socioeconomic sphere, and promote healthy lifestyles	The following methods are used collective and active teaching: 1) personality-oriented technologies based on active forms in teaching methods: brainstorming during collective discussions, case solving, interactive communication. 2) problem-research method of learning process (analytical reports and analysis individual situations)	Rating system evaluation, which provides: evaluation answers and performed training works of the practical classes, participation in discussions, modular control work, the individual tasks in a form of a library-research report, exam
PLO 3: To know and use economic terminology, explain the basic concepts of micro- and macroeconomics		
PLO 4: To understand the principles of economics, especially the functioning of economic systems		
PLO 6: To use professional arguments to transmit information, ideas, problems and ways of their solving to professionals and non-professionals in the field of economic activity		
PLO 8: To apply appropriate economic and mathematical methods and models for solving economic problems		
PLO 9: To realize the main features of the modern world and national economy, the institutional structure, directions of social, economic and foreign economic policy of the state		
PLO 11: To be able to analyze the processes of government authorities and market regulation of socioeconomic and labor relations		
PLO 12: To apply the acquired theoretical knowledge to solve practical problems and interpret the obtained results in a meaningful way		
PLO 14: To identify and plan personal career development opportunities		
PLO 15: To demonstrate the basic skills of creative and critical thinking in research and professional communication		
PLO 16: To be able to use data, provide argumentation, critically evaluate logic and draw conclusions from scientific and analytical texts on economics		

6. Student's self-tuition works

Student self-tuition work is planned in a form of cases and trainings and assumes working on auxiliary materials and tasks of Lectures. Training tasks on the distance e-learning course [1], more deep arranging theoretical materials.

No	The names of topics that are included into student self-tuition work	Number of hours
1.	According to the student's self-tuition roadmap on the distance e-learning course [1], work on resources on the topic "Method and Introduction: the unit of History of Economics and Economy Thought and its main directions"	1

2	According to the student's self-tuition roadmap on the distance e-learning course [1], work on resources on the topic "The economics of the primitive communal system and its evolution at the stage of early civilizations".	1
3	According to the student's self-tuition roadmap on the distance e-learning course [1], work on resources on the topic "Economic development and economic thought of Ancient East during the formation of world civilization (VIII century BC-V century AC)"	1
4	According to the student's self-tuition roadmap on the distance e-learning course [1], work on resources on the topic "Features of economic development and economic thought Ancient Greece during the world civilization formation (VIII century BC-V century AC)"	1
5	According to the student's self-tuition roadmap on the distance e-learning course [1], work on resources on the topic "Economy and economic thought of European civilization in the Middle Ages (V- XV centuries)"	1
6	According to the student's self-tuition roadmap on the distance e-learning course [1], work on resources on the topic "Prerequisites and developing of Market-driving Economy in countries of European civilization in XVI and the first half of XVII centuries"	1
7	Preparing for the Module control work (to Part I)	4
8	According to the student's self-tuition roadmap on the distance e-learning course [1], work on resources on the topic "Emerging of Market-driving Economy during a period of national states developments in XVII and XIX centuries. Birth of Classical"	2
9	According to the student's self-tuition roadmap on the distance e-learning course [1], work on resources on the topic "Market economies of Western Civilization countries under the conditions of monopolistic competition (the second half of XIX century – the beginning of XX century)".	2
10	According to the student's self-tuition roadmap on the distance e-learning course [1], work on resources on the topic "Neoclassicism (the second half of XIX century – the beginning of XX century)".	1
11	According to the student's self-tuition roadmap on the distance e-learning course [1], work on resources on the topic "The transfer of economy thought from Industrial Era to Information society"	3
12	Preparing for the Module control work (to Part II)	5
13	Performing the the Research Report	10
14	Preparing for examination	30
The grand total hours		63

Methodological explanations for individual task

The individual tasks were planned in a form of a research work by the work curriculum. The course assumes that a student will work on a good share of the research work at the practical classes during the semester. The individual tasks of the study of the subject «History of Economics and Economic Thought» involves performing an individual task in the form of the library-research/ research report and its presentation.

Each student performs an individual task according to the scheme proposed in [2]. The structure of the research work and a detailed methodical roadmap are published in [1-2].

7. Policy of the discipline

Non-compliance with deadlines of tasks performance and special motivational (bonus) points

The key events are the events that form a student's rating.

The penalty point for every week missing of the downloaded performed individual task is "-1point" (not more than 5 points total). It does not assume penalty points for non-compliance with deadlines of current tasks. But it is strongly recommended for students to be on schedule and pass quizzes, the module control work, perform practical trainings in time during the semester in accordance with the discipline roadmap [1].

Special motivation (bonus) points are assumed for deep working on some topics of the discipline which can be performed in the form of a scientific article or proceedings

Class attendance.

The regular attendance at the classes is flexible. But, a good share of the student's rating is created by dealing with problem tasks, the analysis of the particular situations, group and individual work, passing the control work, quizzes on the basis of theoretical materials of the lectures.

Omitted control events.

If control events were omitted by a student for valid reasons (disease or difficult straits), the particular quizzes might be available on the distance e-learning course [1] for the student.

Academic honesty policy is described in details in the Code of honour of Igor Sikorsky Kyiv Polytechnic Institute. These rules assume that a student takes responsibility for all his or her tasks followed all principles of the Code of honour of Igor Sikorsky Kyiv Polytechnic Institute.

8. Types of control and the student's rating system (PCO)

1. The student's rating of the credit module consists of 100 point. The start rate consists of 60 points. The start rate (that is accumulated during all semester long) includes points that the student receives for:

- 1) performance of the practice works (18 practical trainings on the distance e-learning course <http://e.futurolog.com.ua>);
- 2) results of the module control work (in two parts);
- 3) performance with the individual task work (the library-research report) and its presentation;
- 4) the passing quizzes after the lectures (18 quizzes).

2. Criteria of point scoring:

2.1. The student's performance of practice works at the practical trainings:

Working and presenting student's tasks at the practical trainings and the participation in discussions.

The rate is flexible and it depends on task complexity (≈ 1 point). The maximum-point number for 17 practice tasks is **17 points**. The students accumulate points for their preparing the electronically created reports (electronic documents), participation in the topic discussions, answering the questions,:

- *active creative working (electronic documents) and the performance («excellent»)* - 1 point
- *very strong performance («very good»)* - 0,8 point
- *strong performance («good»)* - 0,6 point
- *satisfactorily performance («satisfactorily»)* - 0,4 point
- *absence at the practical training («unsatisfactory»)* – 0 point

During a distance e-learning form the student receives scores on the basis of electronic documents only (without a performance).

2.2. The performance with the individual work (the library-research report) and its presentation

The maximum-point number for the individual work (the library-research report) consists of **15 points**. The students receive points for the correct task execution or for the correct decision of a problem situation and the presentation of the results of it:

- *excellent creative work and the performance («excellent»)* - 14-15 points
- *the library-research is performed with minor shortcomings (incorrectness) in the design and in the meaning («good»)* - 11-13 points
- *the library-research is done with certain errors («satisfactorily»)* - 9-10 points
- *the student library-research report isn't accepted by a teacher: the student library-research report hasn't been prepared by a student or there are many serious errors («unsatisfactory») – less than 12 points*

2.3. The module control work results.

Students also pass a module control work and continue to accumulate points after finishing each two parts of the academic subject. Every part of the module control work is graded at 5 points.

- *excellent work («excellent»)* - 5 points
- *there are minor shortcomings («very good»)* - 4 points
- *there are significant shortcomings («good»)* - 3 points
- *there are errors («satisfactorily »)* - 2 points
- *the student's module (control) work isn't accepted by a teacher: the work hasn't been prepared by a student or there are no correct answers («unsatisfactory»)* - 0 points

The accumulated result for Parts I-II or for Parts III-IV is **10 points**.

2.4. Quiz passing on the basis of the lectures.

The breadth and depth of knowledge absorption from every lecture are estimated by a test (Quiz) that is proposed for a student to pass after each lecture. The student can receive **1 maximum-point** for the participation in the interactive discussions during one lecture.

The maximum-point number for lecture theoretical material estimated by quizzes is **18 points**.

Special motivational points. The maximum-point number is 5 points.

- An unconventional solution +1 point
- The most active participation in a discussion during the preparation of a team task (the most interesting question, the most interesting answer, the most wonderful presentation) +1 point
- The participation in conferences, contests, science works with the item of the discipline + 3 points

Penalty points: The penalty point for every week of missing the library-research report given for moderation is 1 point.

3. The first attestation eligibility criteria means a student to achieve 6 points (or more).

The second attestation eligibility criteria means a student to achieve 23 points or more.

On the 15th week of learning students write a module control work and continue to accumulate points.

4. The exam eligibility criteria means that a student library-research report has been accepted by a teacher with a positive rate and the start rating to be more than 25 points.

5. Calculation of the rating scale (grade students' training results):

Students write control work at the exam (40 points). Every task consists of two theoretical questions and one test task (more than 4 tests from different topics). Every theoretical question is assessed on 15 points; every test task is assessed on 10 points.

The knowledge assessment system by the theoretical questions:

- «*excellent*», the complete work (there is no less than 90% of necessary information) – 15-12 point;
- («*very good*»), the answer is complete enough (there is no less than 85% of necessary information or some incorrectness) – 11-9 points;
- «*good*», the answer is complete enough (there is no less than 75% of necessary information or some incorrectness) – 8-6 points;
- «*satisfactorily*», the answer isn't complete enough (there are no less than 60% of necessary information and some errors) – 5-1 points;
- «*unsatisfactory*», the answer is unsatisfactory – 0 point.

The knowledge assessment system by the test question:

- «*excellent*», the task solution is complete without errors – 10 points;
- («*very good*»), the task solution is complete with some incorrectness – 9-7;
- «*good*», the task solution is complete with certain errors – 6-4 points;
- «*satisfactorily*», the task solution has some incorrectness – 3-1 points;
- «*unsatisfactory*», the task isn't ready – 0 points.

Table 1.

The sum of the start rate and exam rate

Бали; $R = r_C + r_E$	Exam rate
95-100	Excellent
85-94	very good
75-84	Good
65-74	satisfactorily
60-64	
Less than 60	Unsatisfactory
a student library-research report has been accepted by a teacher with a positive rate and $r_C < 25$	not accepted

9. Supporting information

The detailed list of the semester control is available on the distance e-learning course [1].

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