

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

**Federal State Autonomous Educational Institution of Higher Education
«National Research Lobachevsky State University of Nizhny Novgorod»**

Институт экономики

УТВЕРЖДЕНО

решением Ученого совета ННГУ

протокол № 10 от 02.12.2024 г.

Working programme of the discipline

History of Economic Doctrines

Higher education level

Bachelor degree

Area of study / speciality

38.03.01 - Economics

Focus /specialization of the study programme

World Economy

Mode of study

full-time

Nizhny Novgorod

Year of commencement of studies 2025

1. Место дисциплины в структуре ОПОП

Дисциплина Б1.В.ДВ.01.02 История экономических учений относится к части, формируемой участниками образовательных отношений образовательной программы.

2. Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения образовательной программы (компетенциями и индикаторами достижения компетенций)

Формируемые компетенции (код, содержание компетенции)	Планируемые результаты обучения по дисциплине (модулю), в соответствии с индикатором достижения компетенции		Наименование оценочного средства	
	Индикатор достижения компетенции (код, содержание индикатора)	Результаты обучения по дисциплине	Для текущего контроля успеваемости	Для промежуточной аттестации
ПК-5: Способен обрабатывать экономические данные, применять результаты экономических расчетов в целях разработки финансово-экономических программ (планов) хозяйствующих субъектов или органов государственной и муниципальной власти, а также представлять полученные результаты расчетов и выводы в форме доклада или презентации	ПК-5.1: Обрабатывает экономические данные и представляет полученные результаты расчетов и выводы в форме доклада или презентации ПК-5.2: Применяет результаты экономических расчетов в целях планирования деятельности хозяйствующих субъектов или органов государственной и муниципальной власти	ПК-5.1: Know the connection between the main stages of development of economic thought and the evolution of economic systems Be able to present the results of the analysis of economic doctrines in the form of reports or presentations Possess the skills of analyzing economic doctrines ПК-5.2: Know the approaches of the main directions of economic thought to solving problems of socio-economic development Be able to assess the consequences of implementing programs of various economic schools Possess the skills to analyze the goals and means of economic policy proposed by various directions of economic theory	Доклад-презентация Тест	Зачёт: Контрольные вопросы
ПК-7: Способен собрать необходимые для научного исследования данные, проанализировать их, подготовить информационный обзор и/или аналитический	ПК-7.1: Собирает данные для проведения научного исследования, проводит их анализ ПК-7.2: Готовит информационный обзор и/или аналитический отчет, на основе отечественных и зарубежных источников информации	ПК-7.1: now the approaches of the main directions of economic thought to solving problems of socio-economic development Be able to assess the consequences of implementing programs of various economic schools Possess the skills to analyze the	Доклад-презентация Эссе	Зачёт: Контрольные вопросы

отчет, используя отечественные и зарубежные источники информации		<p>goals and means of economic policy proposed by various directions of economic theory</p> <p>ПК-7.2: Know the main stages of preparing an information or analytical report Be able to structure and logically arrange the information of a review or analytical report Have the skills to clearly and reasonably present information in a review or report</p>		
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3. Структура и содержание дисциплины

3.1 Трудоемкость дисциплины

	очная
Общая трудоемкость, з.е.	3
Часов по учебному плану	108
в том числе	
аудиторные занятия (контактная работа):	
- занятия лекционного типа	16
- занятия семинарского типа (практические занятия / лабораторные работы)	16
- КСР	1
самостоятельная работа	75
Промежуточная аттестация	0 Зачёт

3.2. Содержание дисциплины

(структурированное по темам (разделам) с указанием отведенного на них количества академических часов и виды учебных занятий)

Наименование разделов и тем дисциплины	Всего (часы)	в том числе			Самостоятельная работа обучающегося, часы
		Контактная работа (работа во взаимодействии с преподавателем), часы из них			
		Занятия лекционного типа	Занятия семинарского типа (практические занятия/ лабора торные работы), часы	Всего	

	0 Ф 0	0 Ф 0	0 Ф 0	0 Ф 0	0 Ф 0
Topic 1. Subject and method of the course "History of economic doctrines".	13	2	2	4	9
Topic 2. Economic thought of the Ancient World, Antiquity and the Middle Ages.	13	2	2	4	9
Topic 3. Schools of mercantilists and physiocrats.	13	2	2	4	9
Topic 4. Classical school of political economy	13	2	2	4	9
Topic 5. Marxist direction of economic science	13	2	2	4	9
Topic 6. Marginalism. Neoclassical theory.	14	2	2	4	10
Topic 7. Keynesian direction of economic science. Modern neoliberalism and neoconservatism. Monetarism.	14	2	2	4	10
Topic 8. Institutional direction. Russian school of economic thought.	14	2	2	4	10
Аттестация	0				
КСР	1			1	
Итого	108	16	16	33	75

Contents of sections and topics of the discipline

Topic 1. Subject and method of the course "History of Economic Doctrines".

Topic 2. Economic thought of the Ancient World, Antiquity and the Middle Ages.

Topic 3. Schools of Mercantilists and Physiocrats.

Topic 4. Classical school of political economy.

Topic 5. Marxist direction of economic science.

Topic 6. Marginalism. Neoclassical theory.

Topic 7. Keynesian direction of economic science. Modern neoliberalism and neoconservatism. Monetarism.

Topic 8. Institutional direction. Russian school of economic thought.

4. Учебно-методическое обеспечение самостоятельной работы обучающихся

Самостоятельная работа обучающихся включает в себя подготовку к контрольным вопросам и заданиям для текущего контроля и промежуточной аттестации по итогам освоения дисциплины приведенным в п. 5.

Для обеспечения самостоятельной работы обучающихся используются:

Электронные курсы, созданные в системе электронного обучения ННГУ:

"История экономических учений (Демичева Т.Н., Былинская А.А., Полушкина И.Н., Колесник И.В.)", <https://e-learning.unn.ru/course/view.php?id=4535>.

5. Assessment tools for ongoing monitoring of learning progress and interim certification in the discipline (module)

5.1 Model assignments required for assessment of learning outcomes during the ongoing monitoring of learning progress with the criteria for their assessment:

5.1.1 Model assignments (assessment tool - Report-presentation) to assess the development of the competency ПК-5:

1. Economic thought of Ancient Egypt.
2. Economic thought of Ancient India.
3. Economic thought of Ancient China.
4. Economic thought of Ancient Greece.
5. Economic thought of Ancient Rome.
6. Economic thought of the Middle Ages in Europe and in the Arab countries.
7. Mercantilism as the first school of economics.
8. Features of mercantilism in different countries.
9. Classical school of political economy: general characteristics and methodological features.
10. Economic theory of the physiocrats.
11. Economic doctrine of A. Smith.
12. Economic doctrine of D. Ricardo.
13. Evolution of the classical school in the first half of the 19th century in France.
14. Evolution of the classical school in the first half of the 19th century in England.
15. Economic teachings of K. Marx and F. Engels: general characteristics and methodological features
16. The theory of surplus value and "Capital" by K. Marx

5.1.2 Model assignments (assessment tool - Report-presentation) to assess the development of the competency IIK-7:

1. Methodology of marginalism and features of its formation.
2. Austrian school of marginalism.
3. London school of marginalism.
4. Cambridge school of marginalism.

5. Lausanne school of marginalism.
6. Swedish school of marginalism.
7. American marginalism.
8. Concept of economic development of J. Schumpeter.
9. Models of imperfect competition by E. Chamberlin and J. Robinson.
10. Theoretical system and economic program by J.M. Keynes.
11. Neo-Keynesianism.
12. Post-Keynesianism.

Assessment criteria (assessment tool — Report-presentation)

Grade	Assessment criteria
outstanding	the presentation of the material is logical and detailed, the judgments are original and profound, the theory is organically linked with practice
excellent	the presentation of the material is logical, without errors; the ability to express and justify one's judgments; theory is linked to practice
very good	the student presents the material competently; is familiar with the material, has a command of professional terminology, applies it consciously, the answer is correct, with minor inaccuracies or insufficiently complete
good	the student generally presents the material correctly; applies it consciously, but makes minor mistakes and inaccuracies
satisfactory	the student presents the material incompletely, inconsistently, makes inaccuracies in defining concepts, in applying knowledge to complete the task, cannot substantiate his/her judgments with evidence; an insufficiently deep understanding of the material studied is revealed
unsatisfactory	the student's answer shows a lack of knowledge of the basic material of the curriculum, makes gross errors in presentation, and cannot apply knowledge to complete the assignment.
poor	the necessary theoretical knowledge is lacking; errors have been made in defining concepts, their meaning has been distorted

5.1.3 Model assignments (assessment tool - Test) to assess the development of the competency ИК-5:

1. Which of the following provisions is characteristic of the methodology of marginalism:

- 1) analysis of marginal, additional (incremental) economic quantities and comparison of the costs of their production with the resulting useful effect;
- 2) economic liberalism;
- 3) recognition of capitalism as an eternal, unchanging system;
- 4) determination of the value of a product by the sum of labor costs for its production.

2. An economic law is

- 1) an artificial reproduction of an economic phenomenon;
- 2) a formalized description of an economic process;
- 3) stable, objective cause-and-effect relationships in economic phenomena;
- 4) generalizations that reveal economic phenomena and processes or their content.

3. Which of the economic schools positively evaluates state regulation of the economy?

- 1) institutionalism;
- 2) classical political economy;
- 3) marginalism;
- 4) Keynesianism.

4. Which of the scientific schools began to use mathematical methods and models in the analysis of economic processes and phenomena?

- 1) marginalism;
- 2) mercantilism;
- 3) the school of physiocrats;
- 4) the English school of political economy.

5. J. M. Keynes's concept of the multiplier shows:

- 1) that macroeconomic equilibrium is achieved in the absence of full employment;
- 2) that the marginal propensity to consume falls;
- 3) the relationship between the increase in investment and the increase in supply;
- 4) the relationship between the increase in investment and the increase in income.

Assessment criteria (assessment tool — Test)

Grade	Assessment criteria
pass	The correct answer was given
fail	The answer given is incorrect.

5.1.4 Model assignments (assessment tool - Essay) to assess the development of the competency ИК-7:

Early and late stages of mercantilism. Comparative analysis.

Concepts of value in A. Smith's work "An Inquiry into the Nature and Causes of the Wealth of Nations".

Definition of the value of goods in Marxism and the Austrian school.

The essence and stages of the marginalist revolution.

Historical school - features of economic analysis.

"Keynesian revolution" in economic science - basic provisions and principles.

Neo- and Post-Keynesianism – a comparative analysis.

Neoconservatism and neoliberalism: continuity and modern specificity.

The contribution of J. Schumpeter and N. Kondratiev to the study of cyclical dynamics problems.

Evolution of views on the role of the state in the economy.

Assessment criteria (assessment tool — Essay)

Grade	Assessment criteria
outstanding	the content of the work is fully consistent with the topic, which is deeply and reasonably disclosed, there is a logical and consistent presentation of thoughts, the problem of the essay is clearly formulated, the thesis put forward is coherently and fully proven, there are no factual errors, the semantic unity of the text and additionally used material has been achieved, the author's clearly expressed and reasoned position is visible, the conclusion contains findings that logically follow from the content of the main part
excellent	the content of the work corresponds to the topic, which is explained in a reasoned manner, there is a logical and consistent presentation of thoughts, the problem of the essay is clearly formulated, the thesis put forward is coherently and fully proven, there are no factual errors, the semantic unity of the text has been achieved, a clearly expressed, reasoned position of the author is visible, the conclusion contains conclusions that logically follow from the content of the main part
very good	the topic is covered quite fully and convincingly with minor deviations from it, good knowledge of the material is demonstrated, the ability to use sources of information to substantiate one's thoughts, as well as to draw conclusions and generalizations, there is a logical and consistent presentation of the text of the work; the thesis corresponding to the topic of the essay is clearly formulated; the main part is logical, coherent, but does not fully prove the proposed thesis; there are isolated factual evidence; there are isolated factual inaccuracies, there are minor violations of consistency in the presentation of thoughts
good	the topic is covered quite fully and convincingly with minor deviations from it, good knowledge of the material is demonstrated, the ability to use sources of information to substantiate one's thoughts, as well as to draw conclusions and generalizations, there is a logical and consistent presentation of the text of the work; the thesis corresponding to the topic of the essay is clearly formulated; the main part logically and coherently but incompletely proves the thesis put forward, there are minor factual inaccuracies, there are some violations of the sequence in the presentation of thoughts, the author's position is not sufficiently argued, the conclusion contains conclusions that logically follow from the content of the main part. the topic is covered quite fully and convincingly with minor deviations from it, good knowledge of the material has been demonstrated, the ability to use sources of information
satisfactory	the topic is basically covered, a correct but one-sided or insufficiently complete answer is given, deviations from the topic or individual errors in the presentation of factual material are allowed, insufficient ability to draw conclusions and generalizations is revealed, there are individual violations of the sequence of expression of thoughts, the conclusions do not fully correspond to the content of the main part
unsatisfactory	the topic is not disclosed, which indicates superficial knowledge, multiple errors in the presentation of factual material, characterized by a random arrangement of material, lack of connection between parts, the author's position is not substantiated or absent, conclusions do not follow from the main part
poor	the topic is not disclosed, multiple gross errors in the presentation of factual material, characterized by a random arrangement of material, lack of connection between parts, the

Grade	Assessment criteria
	author's position is absent, conclusions are absent or do not follow from the main part

5.2. Description of scales for assessing learning outcomes in the discipline during interim certification

Шкала оценивания сформированности компетенций

Уровень сформированности компетенций (индикатора достижения компетенций)	плохо	неудовлетворительно	удовлетворительно	хорошо	очень хорошо	отлично	превосходно
	не зачтено			зачтено			
<u>Знания</u>	Отсутствие знаний теоретического материала. Невозможность оценить полноту знаний вследствие отказа обучающегося от ответа	Уровень знаний ниже минимальных требований. Имели место грубые ошибки	Минимально допустимый уровень знаний. Допущено много негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько несущественных ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Ошибок нет.	Уровень знаний в объеме, превышающем программу подготовки.
<u>Умения</u>	Отсутствие минимальных умений. Невозможность оценить наличие умений вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы основные умения. Имели место грубые ошибки	Продemonстрированы основные умения. Решены типовые задачи с негрубыми ошибками. Выполнены все задания, но не в полном объеме	Продemonстрированы все основные умения. Решены все основные задачи с негрубыми ошибками. Выполнены все задания в полном объеме, но некоторые с недочетами	Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания в полном объеме, но некоторые с недочетами.	Продemonстрированы все основные умения. Решены все основные задачи с отдельными несущественными недочетами, выполнены все задания в полном объеме	Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания, в полном объеме без недочетов
<u>Навыки</u>	Отсутствие базовых навыков. Невозможность оценить наличие навыков вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы базовые навыки. Имели место грубые ошибки	Имеется минимальный набор навыков для решения стандартных задач с некоторыми недочетами	Продemonстрированы базовые навыки при решении стандартных задач с некоторыми недочетами	Продemonстрированы базовые навыки при решении стандартных задач без ошибок и недочетов	Продemonстрированы навыки при решении нестандартных задач без ошибок и недочетов	Продemonстрирован творческий подход к решению нестандартных задач

Scale of assessment for interim certification

Grade		Assessment criteria
pass	outstanding	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "outstanding", the knowledge and skills for the relevant competencies have been demonstrated at a level higher than the one set out in the programme.
	excellent	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "excellent",
	very good	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "very good",
	good	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "good",
	satisfactory	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "satisfactory", with at least one competency developed at the "satisfactory" level.
fail	unsatisfactory	At least one competency has been developed at the "unsatisfactory" level.
	poor	At least one competency has been developed at the "poor" level.

5.3 Model control assignments or other materials required to assess learning outcomes during the interim certification with the criteria for their assessment:

5.3.1 Model assignments (assessment tool - Control questions) to assess the development of the competency ПК-5

1. Economic thought of Ancient Egypt.
2. Economic thought of Ancient India.
3. Economic thought of Ancient China.
4. Economic thought of Ancient Greece.
5. Economic thought of Ancient Rome.
6. Economic thought of the Middle Ages in Europe and in the Arab countries.
7. Mercantilism as the first school of economics.
8. Features of mercantilism in different countries.
9. Classical school of political economy: general characteristics and methodological features.
10. Economic theory of the physiocrats.

11. Economic doctrine of A. Smith.
12. Economic doctrine of D. Ricardo.
13. Evolution of the classical school in the first half of the 19th century in France.
14. Evolution of the classical school in the first half of the 19th century in England.
15. Economic teachings of K. Marx and F. Engels: general characteristics and methodological features.
16. The theory of surplus value and "Capital" by K. Marx.

5.3.2 Model assignments (assessment tool - Control questions) to assess the development of the competency ИК-7

1. Neo-Keynesianism.
2. Post-Keynesianism.
3. Supply-side economic theory.
4. The emergence of institutionalism. Economic views of T. Veblen
5. Neo-institutionalism
6. Soviet economic science of the 50-80s of the twentieth century.
7. Modern Russian economic schools.

Assessment criteria (assessment tool — Control questions)

Grade	Assessment criteria
pass	The student knows the basic definitions of the discipline, understands the material covered, and gives correct comments. Minor inaccuracies and omissions in the answers are allowed, which do not seriously distort the main essence.
fail	The errors in the answers are significant and indicate a misconception about the material covered. The answers to the questions are brief and do not reveal the essence of the material being studied.

6. Учебно-методическое и информационное обеспечение дисциплины (модуля)

Основная литература:

1. Агапова Ирина Ивановна. История экономических учений : Учебное пособие / МАТИ-Российский государственный технологический университет им. К.Э. Циолковского. - 1. - Москва : Издательство "Магистр", 2021. - 301 с. - ВО - Бакалавриат. - ISBN 978-5-9776-0125-2. - ISBN 978-5-16-110472-9., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=833986&idb=0>.
2. Бартенев Сергей Александрович. История экономических учений : Учебник / Всероссийская академия внешней торговли Министерства экономического развития Российской Федерации. - 2. - Москва : Издательство "Магистр", 2022. - 480 с. - ВО - Бакалавриат. - ISBN 978-5-9776-0001-9. - ISBN 978-5-16-101840-8. - ISBN 978-5-16-004968-7., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=832756&idb=0>.

Дополнительная литература:

1. Абаев Алан Лазаревич. История экономических учений : мировая и отечественная экономическая мысль : Учебник / Российский государственный гуманитарный университет РГГУ. - 2. - Москва : Издательско-торговая корпорация "Дашков и К", 2022. - 380 с. - ВО - Бакалавриат. - ISBN 978-5-394-04900-2., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=875218&idb=0>.

Программное обеспечение и Интернет-ресурсы (в соответствии с содержанием дисциплины):

<http://www.elibrary.ru>
<http://www.auditorium.ru>
<http://www.econom.nsc.ru/eco>
<http://www.vlib.org/>
<http://www.public.ru/>
<http://znanium.com/>
<http://www.studentlibrary.ru/>

7. Материально-техническое обеспечение дисциплины (модуля)

Учебные аудитории для проведения учебных занятий, предусмотренных образовательной программой, оснащены мультимедийным оборудованием (проектор, экран), техническими средствами обучения, компьютерами.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети "Интернет" и обеспечены доступом в электронную информационно-образовательную среду.

Программа составлена в соответствии с требованиями ОС ННГУ по направлению подготовки/специальности 38.03.01 - Economics.

Авторы: Демичева Татьяна Николаевна, кандидат экономических наук, доцент
Золотов Александр Владимирович, доктор экономических наук, профессор.
Заведующий кафедрой: Горбунова Мария Лавровна, доктор экономических наук.

Программа одобрена на заседании методической комиссии от 12.11.24, протокол № 5.