

**PJSC "Higher Education Institution "INTERREGIONAL ACADEMY OF  
PERSONNEL MANAGEMENT"**



МАУП

**SYLLABUS OF THE ACADEMIC DISCIPLINE  
«Comparative Economics»**

Specialty: **D3 Management**  
Educational level: **first (bachelor's) level**  
Educational program: **Management**

### General information about the academic discipline

Name of the academic discipline	<b>Comparative Economics</b>
Code and name of specialty	<b>D3 "Management"</b>
Level of higher education	First (bachelor's) level of higher education
Discipline status	selective
Number of credits and hours	<b>3 credits / 90 hours.</b> Lectures: 20 Seminar classes: 14 Independent work of students: 56
Terms of studying the discipline	semester
Language of instruction	Ukrainian
Type of final control	<b>test</b>
Discipline page on the website	<a href="https://ks.maup.com.ua/en/pro-nas/akredytacija/akredytacija-menedzhment-2026">https://ks.maup.com.ua/en/pro-nas/akredytacija/akredytacija-menedzhment-2026</a>

### General information about the teacher. Contact information.

<b>Academic degree</b>	
<b>Academic title</b>	
<b>Position</b>	
<b>Disciplines taught by the NPP</b>	
<b>Areas of scientific research</b>	
<b>Links to identifier registries for scientists</b>	
Teacher contact information:	
<b>Email:</b>	
<b>Contact phone number</b>	
<b>Teacher's portfolio on the website of the department / institute / academy</b>	<a href="https://ks.maup.com.ua/en/pro-nas/akredytacija/akredytacija-menedzhment-2026">https://ks.maup.com.ua/en/pro-nas/akredytacija/akredytacija-menedzhment-2026</a>

**Course abstract.** The course "Economic Comparative Studies" is aimed at studying the patterns of development and functioning of national economic systems in a comparative aspect. The discipline forms in students a holistic idea of the diversity of economic models of the world, their institutional features, mechanisms of state regulation and the results of socio-economic development. The latest changes in the economy and society cause adequate changes in the world economy. Today's economic concepts and categories are being replaced by new, transforming economic systems, which changes the external environment of the functioning of enterprises and organizations and requires taking into account new conditions when planning and coordinating economic activity.

The course analyzes classical and modern types of economic systems, market economy models, transformation processes, and features of economic policy in developed and developing countries. Significant attention is paid to the comparative analysis of macroeconomic indicators, institutional environment, level of population welfare, and competitiveness of national economies.

**The subject of the academic discipline "Comparative Economics"** is the study of the patterns of development, structure and functioning of national economies in a comparative aspect, the analysis of economic systems, institutions and policies of different countries in order to identify effective models of economic development and management.

**The purpose of the academic discipline:** The goal of the discipline is to acquire theoretical knowledge, applied skills, and abilities to solve professional tasks in the context of understanding the economic structure of society beyond the abstract model of a market economy, the real relationship between different types of market and non-market economies that exist in the world.

**Objectives of the academic discipline:**

- to form knowledge among students about the types of national economic systems, their institutional features and principles of functioning;
- develop skills in comparative analysis of economic models, policies and results of socio-economic development of different countries;
- to teach how to assess the effectiveness of state regulation and market mechanisms in national economies;
- develop the ability to analyze macroeconomic and socio-economic indicators in order to compare economic systems;
- develop the ability to apply a comparative approach to forecasting trends in the development of national economies and making informed management decisions;
- to promote the formation of analytical and critical thinking when assessing economic processes in a global and national context.

**Prerequisites for the academic discipline "Comparative Economics".** The study of the academic discipline is based on the knowledge and skills acquired by students at the undergraduate level. Namely: "Economic Theory", "History of Economics and Economic Thought", "Macroeconomics", "International Economics".

**Postrequisites of the academic discipline.** The knowledge, skills and abilities acquired during the study of the discipline are used for further mastering the following academic disciplines and courses: macroeconomics and microeconomics; international economics and globalization; economic policy and government regulation; strategic management and economic forecasting; finance and banking; entrepreneurship and innovation; economic analytics and statistics.

The acquired competencies are also applied during coursework and qualification work, practice, and analysis of economic processes in practical activities.

The academic discipline ensures the formation of general and special competencies by students and the acquisition of learning outcomes defined by the educational and professional program "Management", namely:

IC. 3ability to solve complex specialized tasks and practical problems, characterized by complexity and uncertainty of conditions, in the field of management or in the learning process, which involves the application of theories and methods of social and behavioral sciences.

<b>General competencies</b>	GC 4. Ability to apply knowledge in practical situations. GC 9. Ability to learn and master modern knowledge.
<b>Special competencies</b>	SK 7. Ability to select and use modern management tools. SK 16. Ability to innovate in conditions of uncertainty and risk in the external environment
<b>Learning outcomes</b>	PH6. Demonstrate skills in searching, collecting and analyzing information, calculating indicators to substantiate management decisions. PH16. Demonstrate skills in independent work, flexible thinking, openness to new knowledge, and being critical and self-critical.

**Content of the academic discipline (full-time education)**

No.	Topic name	Number of hours, of which:			Teaching methods/assessment methods
		Lectures	Seminar/Practical classes	Independent work	
<b>CONTENT MODULE 1. General principles of comparative analysis of economic systems.</b>					<b>Teaching methods:</b> verbal (educational lecture; conversation; educational discussion); inductive method; deductive method; analytical method; synthetic method; practical (working with economic models, statistical data, graphs); explanatory and illustrative; reproductive; problem-based presentation method; partially searchable; research; interactive methods (analysis of economic situations; discussions, debates; brainstorming; situational modeling; practicing modeling skills); case method (analysis of real economic situations, problem finding, proposal of solutions, construction of models); modeling of professional activities (building economic models, forecasting, scenario modeling).
Topic 1.	Methodology for comparative research of economic systems	2	2	5	
Topic 2.	Theory of economic systems and their typology. Parameters for comparing economic systems	2	2	5	
Topic 3.	Typology of pre-industrial and industrial economic systems	2	2	6	
Topic 4.	Comparative analysis of social and reproductive mechanisms.	2		6	
Topic 5.	The genesis of mixed economic systems.	2	2	6	
Topic 6.	Development models and the nature of the crisis.	2		6	
<b>CONTENT MODULE 2. Comparative analysis of individual types of economic systems</b>					
Topic 7.	Typology and comparative study of developed market systems	2	2	6	
Topic 8.	Typology and comparative study of economic systems of developing countries.	2	2	5	
Topic 9.	Transformational economic systems	2		6	
Topic 10.	The Genesis of Post-Industrial Economic Systems	2	2	5	
					<b>Evaluation methods:</b> oral control (oral survey, assessment of participation in discussions, other interactive learning methods); written control (tests, independent work, analytical tasks, essays);

					test control (closed-form tests: test-alternative, test-correspondence, tasks for data and model analysis); method of self-control and self-assessment; case study evaluation; evaluation of project and laboratory work (modeling of economic processes, forecasting).
Modular test					
<b>Total:</b>		<b>20</b>	<b>14</b>	<b>56</b>	
<b>Form of control: credit</b>					

**Technical equipment and/or software.** The educational process uses classrooms, a library, a multimedia projector and a computer for conducting lectures and seminars with presentation elements. Studying individual topics and completing practical tasks requires access to information from the World Wide Web, which is provided by a free Wi-Fi network.

**Forms of control methods.**

Monitoring the progress of students is divided into current and final (semester).

**Current control** carried out during practical and seminar classes. Its purpose is to systematically check:

- understanding and mastering the theoretical foundations of economic processes;
- the ability to apply knowledge to build models and analyze economic data;
- skills in diagnosing and forecasting economic processes;
- using specialized software for modeling and processing statistical data.

**Forms of student participation in the educational process, which are subject to current control:**

- speeches and presentations on the analysis of economic processes;
- oral reports on the analysis of economic cases;
- addition, question to the person answering;
- systematic work in seminar classes and activity during discussions;
- participation in discussions, brainstorming, interactive forms of classes;
- analysis of economic data, statistical indicators, economic and mathematical models;
- written assignments (tests, tests, analytical and abstract papers);
- preparation of abstracts, theses, analytical notes;
- independent study of discipline topics and lecture materials.

**Current control methods:**

- oral control (survey, conversation, report, message);
- written control (test work, analytical report, essay, completion of tasks for building models or processing statistics);
- combined control (oral and written combination to assess understanding and practical skills);
- presentation of independent work or case analysis;
- monitoring activity and participation in practical classes;
- test control (closed and open tasks, analysis of graphs and models);

- working with problem situations (analytical cases, scenario modeling of economic processes).

### Assessment system and requirements.

**Table of points awarded to higher education students\***

Topics	Ongoing knowledge assessment										Final control		Total points
											Modular test	Credit**	
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7	Topic 8	Topic 9	Topic 10	20	20*	100
Work in a seminar class	3	3	3	3	3	3	3	3	3	3			
Independent work	3	3	3	3	3	3	3	3	3	3			

\*The table contains information about the maximum points for each type of academic work of a higher education applicant.

When assessing the mastery of each topic for current educational activities, the student is given grades taking into account the approved assessment criteria for the relevant discipline.

The criteria for assessing the learning outcomes of students and the distribution of points they receive are regulated by the Regulations on the Assessment of Academic Achievements of Students of Higher Education at PJSC "Higher Education Institution "MAUP".

Module control is carried out in the last lesson of the module in written form, in the form of testing.

Assessing criteria for the module test in the academic discipline "Comparative Economics":

When assessment a module test, the volume and correctness of the tasks are taken into account:

- the grade "excellent" (A) is given for the correct completion of all tasks (or more than 90% of all tasks);

- a grade of "good" (B) is given for completing 80% of all tasks;

- a grade of "good" (C) is given for completing 70% of all tasks;

- a grade of "satisfactory" (D) is given for the correct completion of 60% of the proposed tasks;

- the grade "satisfactory" (E) is given if more than 50% of the proposed tasks are completed correctly;

- an "unsatisfactory" (FX) grade is given if less than 50% of the tasks are completed.

Failure to appear for a module test - 0 points.

The above scores are converted into rating points as follows:

"A" - 18-20 points;

"B" - 16-17 points;

"C" - 14-15 points;

"D" - 12-13 points.

"E" - 10-11 points;

"FX" - less than 10 points.

The final semester assessment in the discipline "Comparative Economics" is a mandatory form of assessing students' learning outcomes. It is conducted within the time frame specified in the curriculum and covers the scope of material specified in the course program.

The final assessment is carried out in the form of a test. A student who has completed all the required work is allowed to take the semester assessment.

The final grade is based on the student's performance during the semester. The student's grade consists of points accumulated from the results of the current assessment and incentive points.

Students who have completed all required assignments and received a score of 60 points or higher receive a grade corresponding to the grade received without additional testing.

For students who have completed all the required tasks but received a score below 60 points, as well as for those who wish to improve their score (result), the teacher conducts a final work in the form of a test during the last scheduled lesson in the discipline in the academic semester.

**Assessment of additional (individual) types** of educational activities. Assessment of additional (individual) types of educational activities. Additional (individual) types of educational activities include the participation of applicants in scientific conferences, scientific circles of applicants and problem groups, preparation of publications, participation in All-Ukrainian Olympiads and competitions and International competitions, etc. in excess of the tasks established by the relevant work program of the academic discipline.

By decision of the department, students who participated in research work and performed certain types of additional (individual) educational activities may be awarded incentive (bonus) points for a specific educational component.

**Assessment of independent work**

The total number of points received by a student for completing independent work is one of the components of academic success in the discipline. Independent work on each topic, in accordance with the course program, is evaluated in the range from 0 to 3 points using standardized and generalized knowledge assessment criteria.

**Assessment scale for independent work (individual assignments) assessment criteria.**

Maximum possible assessment of independent work (individual tasks)	Execution level			
	Perfectly	Good	Satisfactorily	Unsatisfactorily
3	3	2	1	0

Forms of assessment include: ongoing assessment of practical work; ongoing assessment of knowledge acquisition based on oral responses, reports, presentations and other forms of participation during practical (seminar) classes; individual or group projects requiring the development of practical skills and competencies (optional format); solving situational tasks; preparing summaries of independently studied topics; testing or written exams; preparing draft articles, conference abstracts and other publications; other forms that ensure comprehensive mastery of the curriculum and contribute to the gradual development of skills for effective independent professional (practical, scientific and theoretical) activity at a high level.

To assess the learning outcomes of a higher education applicant during the semester, a 100-point, national and ECTS assessment scale is used.

**Final assessment scale: national and ECTS**

Total points for all types of learning activities	ECTS assessment	National scale assessment

		<b>for exam, course project (work), practice</b>	<b>for credit</b>
90 – 100	A	perfectly	Enrolled
82 – 89	B	good	
75 – 81	C		
68 – 74	D	satisfactorily	
60 – 67	E		
35 – 59	FX	unsatisfactory with the possibility of reassembly	not accepted with the possibility of retaking
0 – 34	F	unsatisfactory with mandatory re-study of the discipline	not passed with mandatory re-study of the discipline

### **Course policy.**

To successfully complete the course "Comparative Economics", the student must:

- regularly attend lectures and practical classes;
- work systematically, systematically and actively in lectures and practical classes;
- make up for missed classes or unsatisfactory grades received in classes;
- to fully perform the tasks that the teacher requires to prepare, their quality is appropriate;
- perform control and other independent work;
- adhere to the norms of academic conduct and ethics.

The course "Comparative Economics" involves mastering and adhering to the principles of ethics and academic integrity, in particular, an orientation towards preventing plagiarism in any of its manifestations: all works, reports, essays, abstracts and presentations must be original and authorial, not overloaded with quotations, and must be accompanied by references to primary sources. Violations of academic integrity are considered to be: academic plagiarism, self-plagiarism, fabrication, falsification, copying, deception, bribery, and biased evaluation.

### **Recommended sources of information.**

#### ***Main literature:***

1. Bashnyanyn, G. I. The effectiveness of deregulation of transitional economic systems: Methodological problems of metrological analysis. Lviv: Lviv Publishing House. Commercial Academician, 2023. 502 p.
2. Bashnyanin, G. I. The effectiveness of capitalization and liberalization of economic systems in the conditions of Market transition. Lviv: Lviv Publishing House. Commercial Academician, 2022. 480 p.
3. Geoeconomic development scenarios and Ukraine: monograph. Kyiv: Academic Center "Academy", 2021. 328 p.
4. Grazhevskaya N.I. Economic systems of the era of global changes. Kyiv: Znannia, 2022. 431 p.
5. Economic Systems: Monograph. Vol. 1. Edited by Doctor of Economics, Prof. G.I. Bashnyanin. Lviv: Publishing House of the Lviv Commercial Academy, 2020. 484 p.
6. Kulchytskyi Ya.V. Economic systems in the conditions of their ecologization and globalization

- (theoretical and methodological principles of comparative analysis): author's abstract of the dissertation for the degree  
scientific degree of Doctor of Economic Sciences: special 08.00.01. Lviv, 2023. 53 p.
7. Leonenko P.M. Modern economic systems: [textbook]. K.: Znannia, 2019. 429 p.
  8. Rosefield S. Comparing Economic Systems. Kyiv: K.I.S., 2055. 370 p.
  9. Filipenko A.S. Economic development of modern civilization: Textbook. K.: Knowledge of Ukraine, 2019. 316 p.
  10. Chukhno A.A. Post-industrial economy: theory, practice and their significance for Ukraine K.: Logos, 2023, 632 p.
  11. Chukhno A.A. Modern economic theories: [textbook]. Edited by A.A. Chukhno, P.I. Yukhymenko, P.M. Leonenko: Knowledge, 2019. 878 p.
  12. Shnitser M. Comparison of economic systems. Kyiv: Osnovy, 2020. –519 p.
  13. Djankov S. The New Comparative Economics. Journal of Comparative Economics. 2023. Vol. 31. No. 4. P. 595–619.
  14. 6 Rosser J.V., Rosser M.V. A Critique of the New Comparative Economics. Review of Austrian Economics. Vol. 21. No. 1. P. 81–97.
  15. Rosser JB, Rosser MV Comparative economics in a transition for ming world economy. Cambridge, MIT Press, 2023. 656
  16. Dallago B. Comparative Economic Systems and the New Comparative Economics. The European Journal of Comparative Economics. 2024. Vol. 1. No. 1. R. 59–86.
  17. Hall P., Sockice D. Varieties of Capitalism: The Institutional Foundations of Comparative Advantage. Oxford: Oxford University Press, 2021. 587
  18. Gregory P. Stuart R. Comparing Economic Systems in the twenty-first century. Boston: Houghton Mifflin, 2025. 558 p.
  19. David P. Clioand the Economics of QWERTY. American Economic Review. 1985. Vol. 75. No. 2. P. 54–82.
  20. Biggart N., Guillen M. Developing difference: Social organization and the rise of the autoin industries of South Korea, Taiwan, Spain, and Argentina. American Sociological Review. 2020. No. 64. P. 722–747