SYLLABUS

1. Information regarding the program

1.1 Higher education institution	**UNIVERSITY OF ORADEA**
1.2 Faculty	**FACULTY OF ECONOMIC SCIENCES**
1.3 Department	**DEPARTMENT OF ECONOMICS AND BUSINESS**
1.4 Field of study	**BUSINESS ADMINISTRATION**
1.5 Cycle of study	**CYCLE I - BACHELOR**
1.6 Program of study /Degree	**BUSINESS ADMINISTRATION / BACHELOR DEGREE**

2. Information regarding the discipline

2.1 Name of discipline			**Contemporary Economic Doctrines**				
2.2 Course titleholder			Prof. Anca DODESCU, Ph. D.				
2.3 Seminar titleholder			Assistant Lavinia CHIRILĂ Ph. D.				
2.4 Year of study	I	2.5 Semester	II	2.6 Type of assessment	Ex	2.7 Type of discipline	I

(I) Compulsory; (O) Elective; (F) Facultative

3. Estimated total time (hours/semester of activities)

3.1 Number of hours/week	4	out of which: 3.2 course	2	3.3 seminar	2
3.4 Total of hours in the Curriculum	56	out of which: 3.5 course	28	3.6 seminar	28
Distribution of hours:					**94**
Studying the course book, workbook and recommended bibliography					28
Supplementary documentation in the library, on electronic specialty sites and in the field					28
Preparing seminars, themes, projects, portfolios and essays					14
Tutorship					14
Assessment activities					10
Other activities					0

3.7 Total hours of individual study	**94**
3.9 Total hours/semester	**150**
3.10 Number of credits	**6**

4. Pre-requisites (if applicable)

4.1 Curriculum	n.a.
4.2 Skills	n.a.

5. Conditions (if applicable)

5.1. concerning the course activities	Course room equipped with projector and whiteboard
5.2. concerning the seminar/laboratory activities	• Seminar room equipped with projector and whiteboard; • Internet access for bibliographic documentation; • Access to University of Oradea Library for bibliographic documentation.

6.1. Specific skills acquired	
Professional skills	C1.1 Describing the key concepts, theories and methods used in the study of competitive advantages at different levels (global, EU-27, national, regional) for profit-oriented public or private institutional units. C4.1 Identifying and describing databases using global and intra-European business indicators through processes / methods and appropriate software. C5.1 Describing the main concepts and methodologies used to propose some appropriate business strategies using competitive advantages, regionally and locally.
Transversal Skills	CT1 Applying the principles, norms and values ethics in their strategy of rigorous, efficient and responsible work. CT2 Identifying the roles and responsibilities in a multi specialised team and application of techniques and effective working relationships within the team. CT3. Identifying training opportunities and efficient use of resources and learning techniques for their own development .

6.2. Expected learning outcomes

Knowledge	The student/graduate accumulates advanced knowledge that allows understanding of complex aspects regarding the formation, evolution and interconnection of the main economic trends. The student/graduate accumulates complex knowledge that allows him/her to analyze how the adaptation potential fits into the new socio-economic realities.
Skills	The student/graduate develops advanced critical analysis skills/abilities in order to identify the particularities of a certain way of economic thinking and the impact on these theories that explain the economic phenomenon. The student/graduate develops advanced skills/abilities that involve the use of complex analysis methods to identify the impact of economic principles and theories on specific economic policies.
Responsibility and autonomy	The student/graduate demonstrates the ability to initiate and manage complex projects that involve the identification, analysis and evaluation of the relationship between the theoretical principles of economics and the practical manifestations of economic activity. The student/graduate demonstrates the ability to substantiate, develop and implement economic strategies appropriate to specific doctrinal principles.

6.3 Objectives of discipline (resulting from the grid of specific skills acquired)

6.3.1 General objective of discipline	Presentation of modern and contemporary economic ideas, theories, doctrines and the clashes between them seen in their historical succession and developing skills for objective assessment, based on scientific criteria, of the contemporary economic doctrines.
6.3.2 Specific objectives	1. Knowledge and understanding; • building capacity of knowledge, appreciation and valuing different ways of economic thinking and action; • using in correct form concepts, categories, concepts specific to Economic Thought; 2. Explanation and interpretation: • explaining and interpreting ideas, theories, doctrines and economic trends seen in their historical sequence and confrontations between them; • explaining and interpreting the effects of ideas, theories, doctrines and economic trends on economic history; 3. Instrumental – applied skills: • Intellectual skills: independent study, conducting a scientific research method based on "team work" completed by a report; • communication skills (dialogue, debate, public presentation etc.).

	• developing and using skills of cooperation and joint activity to solve a task under the guidance of the teacher training and skills to make decisions, accountability etc. 4. Attitude: • empowering own cognitive approach in economic thought, own views on the theories, doctrines, currents of economic thought presented; • training of critical-reflective thinking, stimulating expression and personal opinions argumentation; • fostering and promoting learning environment based on values, ethics and social responsibility; • forming a positive and responsible behaviour.

7. Contents

7.1 Course (C)	**Teaching methods**	**Observations**
7.1.1. Chapter 1. HISTORY OF ECONOMIC THOUGHT AS A SUBJECT	Lecture, discussion, questioning, problem-solving, debate, deduction, illustration; Power-point slides presentation using video-projector.	
7.1.2. Chapter 2. FROM PRE-MODERN TO MODERN ECONOMIC THOUGHT First Economic Ideas First Economic Theories		
7.1.3. Chapter 3. MODERN ECONOMIC THOUGHT First Economic Doctrine: Mercantilism First Economic School: Physiocrats		
7.1.4. Chapter 3. MODERN ECONOMIC THOUGHT Classical economic liberalism - English Classical School - French Classic School		
7.1.5. Chapter 3. MODERN ECONOMIC THOUGHT Social and national anti-liberal reactions - Utopian Socialism - Protectionism - German Historical School		
7.1.6. Chapter 3. MODERN ECONOMIC THOUGHT Marxist Socialism		
7.1.7. Chapter 3. MODERN ECONOMIC THINKING Economic neoclassicism and Neoclassical analysis – Precursors and Revolution English Neoclassical School Austrian Neoclassical School Swiss Neoclassical School		
7.1.8. Chapter 4. CONTEMPORARY ECONOMIC THOUGHT Economic Dirigisme - Keynesianism - Neo-Keynesianism - Post-Keynesianism		
7.1.9. Chapter 4. CONTEMPORARY ECONOMIC THOUGHT Heterodox economists - Capitalism versus socialism - Great company versus small company in the contemporary economy		
7.1.10. Chapter 4. CONTEMPORARY ECONOMIC THINKING Neoliberalism - Ultra-liberalism - Monetarism - Human Capital Theory		

7.1.11. Chapter 4. CONTEMPORARY ECONOMIC THINKING Neoliberalism - Property Rights School - Public Choice School		
7.1.12. Chapter 4. CONTEMPORARY ECONOMIC THOUGHT Contemporary theories and models of economic growth and development		
7.1.13. Chapter 4. CONTEMPORARY ECONOMIC THOUGHT Contemporary theories of international trade, globalization, regional integration and localization		
7.1.14. Chapter 4. CONTEMPORARY ECONOMIC THOUGHT Contributions to contemporary economic thought of the Nobel Laureates in Economics (1969 - 2011)		

Bibliography:

Course book/Workbook:

Dodescu Anca (coord.), Pop-Cohuţ Ioana, *Doctrine economice. Manual universitar.* Ediția a doua, revizuită și îmbunătăţită, Editura Universității din Oradea, **2014,** ISBN 978-606-10-1254-1, 275 pg.

Dodescu, Anca (2017). *Contemporary Economic Doctrines.* Electronic course book/workbook

Supplementary documentation:

Primary sources:

Will be recommended at each course, depending on the economists studied.

Secondary sources:

Blaug, Mark (1997). *Economic Theory in Retrospect*, 5th ed.. Cambridge University Press.
Buchholz, Todd G. (1989). *New Ideas from Dead Economists*, New York, Penguin Group.
Ekelund, Robert B., Jr. and Robert F. Hébert (2007). *A History of Economic Theory and Method*. Waveland Press. 5th ed.
Heilbroner, Robert (1953; 1999 7th ed.). *The Worldly Philosophers*, Simon & Schuster.
Markwell, Donald (2006). *John Maynard Keynes and International Relations: Economic Paths to War and Peace*, Oxford University Press.
Medema, Steven G. and Warren J. Samuels (2003). *The History of Economic Thought: A Reader*. Routledge.
Nicola, PierCarlo (2000). *Mainstream Mathermatical Economics in the 20th Century*. Springer.
Nasar, Sylvia (2011). *Grand Pursuit: The Story of Economic Genius*, Simon & Schuster.
Pressman, Steven (2006). *Fifty Major Economists*, Routledge, ISBN 0-415-36649-6
Samuelson, Paul A. and William A. Barnett, ed. (2007). *Inside the Economist's Mind: Conversations with Eminent Economists*, Wiley.
Screpanti, Ernesto and Zamagni, Stefano (2005). *An Outline of the History of Economic Thought*, 2nd ed. Oxford University Press.
Schumpeter, Joseph (1954). *History of Economic Analysis*, Description. Routledge Ed. 1994.
Stigler, George J. (1965). *Essays in the History of Economics*. University of Chicago Press.

Links:

Hystory of Economic Thought Website
http://home.shirazu.ac.ir/~sadraei/Links%20on%20the%20Subject%20of%20History%20of%20Economic%20Though.htmThe

New School's History of Economic Thought Website
http://cepa.newschool.edu/het/

The McMaster University Archive for the History of Economic Thought
http://socserv2.socsci.mcmaster.ca/~econ/ugcm/3ll3/

The Liberty Fund Library of Economics and Liberty

http://www.econlib.org/library/classics.html
The Liberty Fund Online Library of Liberty
http://oll.libertyfund.org/
The Nobel Prize in Economics e-Museum
http://www.nobel.se/economics/index.html
The Akamac E-text Links Page
http://www.cpm.ll.ehime-u.ac.jp/AkamacHomePage/Akamac_Etext_Links/Akamac_E-text_Links.html
The Mises Institute Austrian Economics Study Guide
http://www.mises.org/studyguide.asp
The Friedrich Hayek Scholar's Page
http://www.hayekcenter.org/friedrichhayek/hayek.html
The Acton Institute's Markets and Morality Website
http://www.acton.org/publicat/m_and_m/
The Eh.Net History of Economics Website
http://www.eh.net/HE/
The Economy Professor Website:
http://www.economyprofessor.com/
The Internet Classics Archive:
http://classics.mit.edu/
The Internet Encyclopedia of Philosophy
http://www.utm.edu/research/iep/
The Internet Modern History Sourcebook
http://www.fordham.edu/halsall/mod/modsbook.html
Economics Subject Centre of the United Kingdom's Higher Education Academy Resource:
http://www.economics.ltsn.ac.uk/books/HistoryofEconomic.htm#0321088123

7.2 Seminar (S)	**Teaching methods**	**Observations**
7.2.1. History of economic thought as a subject 7.2.2. First Economic Ideas and First Economic Theories 7.2.3. First Economic Doctrine and First Economic School 7.2.4. Classical economic liberalism 7.2.5. Social and national anti-liberal reactions 7.2.6. Marxist Socialism 7.2.7. Economic neoclassicism and Neoclassical analysis – Precursors, Revolution and Schools 7.2.8. Keynesianism, Neo-Keynesianism and Post-Keynesianism 7.2.9. Heterodox economists 7.2.10. Neoliberalism: Ultra-liberalism, Monetarism, Human Capital Theory 7.2.11. Neoliberalism: Property Rights School, Public Choice School 7.2.12. Contemporary theories and models of economic growth and development 7.2.13. Contemporary theories of international trade, globalization, regional integration and localization 7.2.14. Contributions to contemporary economic thought of the Nobel Laureates in Economics (1969 - 2011)	Questioning, debate, deduction, examples, comment text, team work, essays, tests	

Bibliography:
Course book/ Workbook:

Dodescu Anca (coord.), Pop-Cohuţ Ioana, *Doctrine economice. Manual universitar.* Ediția a doua, revizuită şi

îmbunătăţită, Editura Universităţii din Oradea, **2014,** ISBN 978-606-10-1254-1, 275 pg.
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Supplementary documentation:
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Heilbroner, Robert (1953; 1999 7th ed.). *The Worldly Philosophers*, Simon & Schuster.
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The Liberty Fund Online Library of Liberty
http://oll.libertyfund.org/

The Nobel Prize in Economics e-Museum
http://www.nobel.se/economics/index.html

The Akamac E-text Links Page
http://www.cpm.ll.ehime-u.ac.jp/AkamacHomePage/Akamac_Etext_Links/Akamac_E-text_Links.html

The Mises Institute Austrian Economics Study Guide
http://www.mises.org/studyguide.asp

The Friedrich Hayek Scholar's Page
http://www.hayekcenter.org/friedrichhayek/hayek.html

The Acton Institute's Markets and Morality Website
http://www.acton.org/publicat/m_and_m/

The Eh.Net History of Economics Website
http://www.eh.net/HE/

The Economy Professor Website:
http://www.economyprofessor.com/

The Internet Classics Archive:
http://classics.mit.edu/

The Internet Encyclopedia of Philosophy
http://www.utm.edu/research/iep/

The Internet Modern History Sourcebook
http://www.fordham.edu/halsall/mod/modsbook.html

Economics Subject Centre of the United Kingdom's Higher Education Academy Resource:
http://www.economics.ltsn.ac.uk/books/HistoryofEconomic.htm#0321088123

8. Corroboration of the contents of the discipline with the expectations of the epistemic community, professional associations and employers representing the field of study of the program

Course and seminar contents are in according with expectations of the epistemic community representatives, related to similar discipline from other Romanian universities (Academy of Economic Studies - Faculty of Economics, Babes-Bolyai University - Faculty of Economics and Business Administration, "Alexandru Ioan Cuza" University - Faculty of Economics and Business Administration etc.., West University of Timisoara - Faculty of Economics and Business Administration), and other EU universities; course contents are correlated with expectations of professional associations and representative of economic employees and economic environment.

9. Use of generative AI-based tools

The **use of generative artificial intelligence (GenAI) tools is permitted during the seminar**, subject to the conditions set out in ***The Regulation on the Use of Generative Artificial Intelligence in Teaching and Research Activities at the Faculty of Economic Sciences, University of Oradea***.
Using GenAI to complete an assessment task entirely or to replace the student's own contribution—including generating a paper presented as being authored exclusively by the student—**is not permitted**.
The student bears responsibility for the final content of the paper, the accuracy of the information, the use and verification of sources, and compliance with the academic requirements of the assessment task.
For every assignment, **the student is required to include a statement regarding GenAI usage at the beginning of the work or paper;** this statement must be drafted separately, following the template provided in **Annex 2** of ***The Regulation on the Use of Generative Artificial Intelligence in Teaching and Research Activities at the Faculty of Economic Sciences, University of Oradea***. The statement must specify the tool used, the specific manner of its use, and the section or element of the work where it was employed.

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Percentage of the final grade
10.4 Course (C)	Knowledge and understanding the content of lectures	Written exam, multiple choice and theoretical evaluation as follows: I. 45 questions with 1 valid answer (I score: 45 x 0.2 = 9 points; + 1 point by default = 10 points); II. 1 topic of theory (5 points) and 1 text comment (4 points); (II score: 5 points + 4 points; + 1 points by default = 10 points); Note the exam = (I + Score II score) / 2, provided that both are more than 5 points	50%
10.5 Seminar (S)	Understanding the modern and contemporary economic ideas, theories, doctrines and the clashes between them seen in their historical succession objective assessment, based on scientific criteria, of the contemporary economic doctrines	Evaluation based on multiple-choice tests, individual and group activities: debate, text comments, team work, essays.	50%
10.6 Laboratory (L)	-	-	-

10.7 Project (P)	-	-	-
10.8 Practical works (P)	-	-	-

10.9 Minimum performance standard

- Defining and illustrating concepts: economic current, economic doctrine, school of economic thought, economic theory, economic idea;
- Brief characterization of doctrines, schools of economic thought (idea guiding the main theories, the main economic policy measures, the main representatives);
- Identifying current, doctrine, school of thought, theory referred to a text;
- Teamwork skills, assuming the responsibility for carrying out a project specific tasks;
- Developing a report based on bibliographic documentation (documentation of the library, computer documentation), following the rules of scientific ethics and public presentation of project/essay prepared;
- Supporting arguments to apply a personal professional development plan.

Date	**Course titleholder:**	**Seminar titleholder:**
23.09.2026	**Professor Anca DODESCU Ph.D.** E-mail address: otiliaanca.dodescu@gmail.com	**Assistant Lavinia CHIRILĂ Ph. D.** E-mail address: laviniaflorentina.chirila@gmail.com

Director of Department,
Professor Dorin BÂC, PhD

Date of approval in the Department:

24.09.2026

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E-mail: steconomice@uoradea.ro
Web page: http://steconomiceuoradea.ro

Dean,
Professor Claudia Diana SABĂU-POPA, PhD

Date of approval in The Council of the Faculty of Economic Sciences:

28.09.2026

Contact data[2]:
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E-mail: steconomice@uoradea.ro
Web page: http://steconomiceuoradea.ro

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[2] State the contact information (telephone, e-mail, web page, etc) of the academic institution beneficiary of the *Syllabus*