BULLETIN
UNIVERSITY OF DEBRECEN

ACADEMIC YEAR 2018/2019

International Economy and Business
MA

FACULTY OF ECONOMICS AND BUSINESS

Coordinating Center for International Education
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UNIVERSITY OF DEBRECEN

UNIVERSITY OF DEBRECEN

Date of foundation: 1912 Hungarian Royal University of Sciences, 2000 University of Debrecen

Legal predecessors: Debrecen University of Agricultural Sciences; Debrecen Medical University; Wargha István College of Education, Hajdúbőszörmény; Kossuth Lajos University of Arts and Sciences

Legal status of the University of Debrecen: state university

Founder of the University of Debrecen: Hungarian State Parliament

Supervisory body of the University of Debrecen: Ministry of Education

Accreditation dates and statute numbers:


University of Debrecen: 3rd October 2012, MAB/2012/8/VI/2.

Number of Faculties at the University of Debrecen: 14

Faculty of Agricultural and Food Sciences and Environmental Management
Faculty of Child and Adult Education
Faculty of Dentistry
Faculty of Economics and Business
Faculty of Engineering
Faculty of Health
Faculty of Humanities
Faculty of Informatics
Faculty of Law
Faculty of Medicine
Faculty of Music
Faculty of Pharmacy
Faculty of Public Health
Faculty of Science and Technology

Number of accredited programmes at the University of Debrecen:

73 degree programmes with the pre-Bologna 5-year-system university education, 41 supplementary degree programmes offering transfer-degree continuation of studies towards the university degree (MSc), 50 degree programmes with the pre-Bologna 3-year-system college education, 67 BSc and 78 MSc programmes according to the Bologna system, 5 unified one-cycle linear training programmes, 35 specializations offering post-secondary vocational certificates and 159 vocational programmes.

Number of students at the University of Debrecen: 28812

According to time of studies: 22888 full-time students, 5899 part-time students having corresponding classes and 25 part-time students having evening classes or distance education according to education level: 944 students at post-secondary vocational level, 17406 students at BSc, 3112 students at MSc, 21 students at college level, 190 students at university level (MSc), 5320 students at one-cycle linear training, 954 students at vocational programmes, 865 students at PhD, 3741 foreign students.

Full time teachers of the University of Debrecen: 1421

194 full college/university professors and 1055 lecturers with a PhD.
ABOUT THE FACULTY

The Faculty of Economics and Business is currently the largest faculty of the University of Debrecen with about 4000 students and more than 120 staff members. The Faculty has been created by the merger of two former faculties of the university: the Faculty of Economics and Business Administration and the Faculty of Applied Economics and Rural Development. The Faculty has a very wide scope of education dominated by economics and business administration however it has a significant variety of programs in agribusiness and rural development. We are proud of the large number of our international students currently in the BA in Business Administration and Management and the MA in International Economy and Business. The attractiveness of our education is indicated by the popularity of the Faculty in terms of incoming Erasmus students, as well.
THE ORGANIZATIONAL STRUCTURE OF
THE UNIVERSITY

RECTOR OF THE UNIVERSITY OF DEBRECEN

Rector: Dr. Zoltán Szilvássy
Address: 4032 Debrecen, Egyetem tér 1.
Phone: +36-52-412-060
Phone/Fax: +36-52-416-490
E-mail: rector@unideb.hu

FACULTY OF ECONOMICS AND BUSINESS

Dean: Dr. Károly Pető
Address: 4032 Debrecen, Bőszörményi út 138.
Phone: +36-52-508-304
E-mail: peto.karoly@econ.unideb.hu

Vice Dean for Educational Affairs: Dr. Veronika Fenyves
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Vice Dean for Academic and International Affairs:
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THE DEPARTMENTS OF THE FACULTY

INSTITUTE OF SECTORAL ECONOMICS AND METHODOLOGY
Bőszörményi út 138. Debrecen, 4032, Phone: 52/508-444

Professor, Head of Institute                Prof. Dr. József Popp
                                            (popp.jozsef@econ.unideb.hu, Bld. A 35.)
Administrator                                Ms. Mónika Erdősné Varga
                                            (erdosne.varga.monika@econ.unideb.hu, Bld.A 34.)

Department of Agricultural Economics

Professor, Head of Department               Prof. Dr. József Popp
                                            (popp.jozsef@econ.unideb.hu, Bld. A 35.

Department of Research Methodology and Statistics

Associate Professor, Head of Department    Dr. habil László Huzsvai
                                            (huzsvai.laszlo@econ.unideb.hu, Bld. A 213.)
Associate Professor                        Dr. habil Péter Balogh
                                            (balogh.peter@econ.unideb.hu, Bld. A 212.)

INSTITUTE OF APPLIED INFORMATICS AND LOGISTICS
Bőszörményi út 138. Debrecen, 4032, Phone: 52/508-444

Associate Professor, Head of Institution  Dr. János Felföldi
                                            (felfoldi.janos@econ.unideb.hu, Bld. A 13B)
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                                            (sovago.csilla@econ.unideb.hu, Bld. A 13A.)
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Department of Agricultural Informatics

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Department of Business Informatics

Associate Professor, Head of Department Dr. Róbert Szilágyi
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Department of Logistics Management

Associate Professor, Head of Department Dr. Miklós Pakurár
(pakurar.miklos@econ.unideb.hu, Bld. A 12.)

INSTITUTE OF BUSINESS COMMUNICATION AND PROFESSIONAL LANGUAGE STUDIES
Böszörményi út 138. Debrecen, 4032, Phone: 52/508-444

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Professor, Head of Institute Prof. Hc. Prof. Dr. András Nábrádi
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Department of Business Economics

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Department of Enterprise Development

Associate Professor, Head of Department  Dr. Zsolt Csapó  
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Department of Farm Business Management  
and Corporate Planning

Associate Professor, Head of Department  Dr. István Szűcs  
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Böszörményi út 138. Debrecen, 4032, Phone: 52/508-444

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Department of Micro- and Macroeconomics

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Assistant Professor
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Senior Lecturer
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Senior Lecturer
Eszter Tóth
(toth.eszter@econ.unideb.hu, Bld. D 2nd floor V1)
PhD student
Ádám Márkus
(markus.adam@econ.unideb.hu, Bld. D 2nd floor V8)

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Head Librarian
Ms. Enikő Pergéné Szabó
(perge@lib.unideb.hu)
### ACADEMIC CALENDAR 2018/2019

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic year opening ceremony</td>
<td>9 September 2018</td>
</tr>
<tr>
<td>Autumn semester registration week</td>
<td>3-7 September 2018</td>
</tr>
<tr>
<td>Autumn semester study period</td>
<td>10 September–14 December 2018</td>
</tr>
<tr>
<td>Autumn semester exam period</td>
<td>17 December 2018–1 February 2019</td>
</tr>
<tr>
<td>Spring semester registration week</td>
<td>28 January - 1 February 2019</td>
</tr>
<tr>
<td>Spring semester study period</td>
<td>4 February – 10 May 2019</td>
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<tr>
<td>Spring semester exam period</td>
<td>13 May – 28 June 2019</td>
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</table>
INTERNATIONAL ECONOMY AND BUSINESS
MA PROGRAMME

Objectives and Perspectives

The aim of the program is to prepare specialists in economics and business using the basic skills acquired in the fields of international-, micro- and macroeconomics, international politics, European integration, international law, regional studies, civilization/globalization and their chosen specialisation enable them to analyse, plan, make decisions and control the activities of business organisations and institutions in an international context.

The program provides education at a Master’s level and as such, it expects students to arrive with a sound theoretical basis acquired in their earlier Bachelor’s studies. The program aims to expand the knowledge acquired at a Bachelor’s level, and intends to teach students how to put the acquired skills into practice. This purpose is reached in two types of courses: Lecture-type courses are offered with the aim of presenting theoretical issues, whereas practice-oriented seminar-type courses are launched with the purpose of giving room to debates, interactive discussions, and group or individual presentations on current and relevant topics of the field.

The program provides students with the necessary background knowledge and they can continue their studies in our doctoral (PhD) program.

Duration of Studies: 4 semesters for academic studies
Number of ECTS credits: 120
Number of teaching (contact) hours: 1275

a) Students who graduate in the Master’s program acquire or know
- social and economic concepts and the factors that influence them at local, regional, national and international levels
- decisional theories in the economy, international economy, world economy, business administration and analytical methods,
- problem solving techniques necessary for research, analysis of special literature results and innovative work,
- directing methods of colleagues, groups, projects and larger organisations,
- national and international special literature and research results,
b) Students who complete the Master’s course are able to
- acquire and represent national, European and universal values and they can present these values in the world of corporations, regions, state and international organisations,
- fulfill, organise and direct complex special functions relevant to work, apply methods creatively, formulate professional opinions, prepare and make decisions,
- recognise, understand and make relations inside the corporation, region, state and international organisation, and between the organisation and the business environment,
- recognise individually the problems, the new environmental phenomena in the operation of these organisation,
- apply the economic, financial, marketing and management theories at international levels,
- analyse the geopolitical, social, cultural and religious aspects of the international environment,
- formulate efficient international business strategies,
- apply negotiation and convincing techniques efficiently.

Class behaviour:

Students must not use cell phones to talk or text during class. Cell phones must be switched off or kept in silence mode during class. In seminars students will be expected to participate in seminar discussions. Students are encouraged to ask questions related to the topic of the lectures discussed, and participate in solving problems related to the topic of the seminar. Students should not disrupt the class by talking to each other. If one continues to disrupt the class, the student may be asked to leave. The usage of electronic devices, textbooks and any form of interaction between students during the tests are strictly forbidden. Electronic devices (cell phones, tablets, etc.), except for approved simple calculators, must not be within the reach (in pocket, in the desk, etc.) of students during tests.
Requirements:

The course consists of lectures and seminars. Attending lectures is strongly recommended, attendance of seminars is compulsory and recorded. Participation at practice classes is compulsory. One might have a maximum of 3 seminar/practice absences. In case of more than 3 absences the final signature may be refused and the student must repeat the course. Being late is equivalent with an absence.

The knowledge of the students will be tested several times depending on the class types during the entire course. End of Semester Examination (ESE) covers the topics of the lectures and seminars of a subject. A minimum of three ESE dates will be set during the examination period. Unsuccessful students may repeat the ESE twice (B and C chances). Five grade evaluation (AW5) is based on class contribution and work. The program ends in a Final/State exam of the whole material of the course covering the topics given out earlier.

Students can be given their degree if, having met other criteria as well, they have collected 120 credits during their studies. Considering the recommended curriculum this can be achieved in 2 years.

According to the credit regulations students should obtain an average of 30 credits in each semester.

Students accumulate the required amount of credits by passing exams on compulsory and elective subjects. Although Physical Education is not recognized by credits, one PE course has to be completed to get the final degree.
## CURRICULUM OF THE FULL TIME PROGRAMME

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Fall semester</th>
<th>Spring semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L</td>
<td>S</td>
</tr>
<tr>
<td>Statistics and Econometrics</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Advanced Microeconomics</td>
<td>2</td>
<td>2</td>
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<tr>
<td>International Trade Theory</td>
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<td>2</td>
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<tr>
<td>Global Corporate Strategy and Multilevel Governance</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Advanced International Marketing</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Advanced Development Economics I.</td>
<td>3</td>
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<td><strong>Total credits:</strong></td>
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<tr>
<td>Advanced Macroeconomics</td>
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<td>2</td>
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<td>International Finance</td>
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<tr>
<td>International Economic Policy</td>
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<tr>
<td>The Law of International Economic Relations</td>
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<tr>
<td>World Economic History</td>
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<tr>
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<tr>
<td>Elective 2</td>
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<tr>
<td>Physical Education</td>
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<td>Subjects</td>
<td>Fall semester</td>
<td>Spring semester</td>
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<tr>
<td></td>
<td>L  S  E  Credits</td>
<td>L  S  E  Credits</td>
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<tr>
<td>International Political Economy</td>
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<td>Advanced Readings in World Economy I.</td>
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<td></td>
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<tr>
<td>Thesis Writing 1</td>
<td>0  2  P  9</td>
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<tr>
<td><strong>Specialization</strong></td>
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<tr>
<td>Advanced Development Economics II.</td>
<td>1  2  E  4</td>
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<tr>
<td>International Trade Policy and Factor Mobility</td>
<td>2  2  E  5</td>
<td></td>
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<tr>
<td>The Internal Market of the EU</td>
<td>2  2  E  5</td>
<td></td>
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<tr>
<td>Corporation Law in the EU</td>
<td>2  2  K  5</td>
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<td><strong>Total credits:</strong></td>
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<tr>
<td>Research Methodology</td>
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<tr>
<td>International Management</td>
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</tr>
<tr>
<td>International Accounting and Information Systems</td>
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<td></td>
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<tr>
<td>Advanced Readings in World Economy II.</td>
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<tr>
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<tr>
<td><strong>Specialization</strong></td>
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<tr>
<td>Regional Differences of Business Practices</td>
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<td>Theory and Practices of regional Development</td>
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<tr>
<td>International Agreements, Organizations and their Economic Effects</td>
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<td><strong>30</strong></td>
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</tbody>
</table>
Statistics and Econometrics GT_MNGNE001-17

Institute: Sectoral Economics and Methodology  
Classes per week: 2+2  
Course credit value: 5

INSTRUCTOR:  
BALOGH, Péter Phd, associate professor  
balogh.peter@econ.unideb.hu, Bld. A 212

COURSE GOALS:  
The course introduces an overview of the theory and practice of the main quantitative data analysis methods using the SPSS Statistical program.

COURSE CONTENT, TOPICS:  
Introduction to SPSS statistics, data handling procedures, descriptive statistics, significance testing and basic inferential tests, analysis of variance, more advanced correlational statistics: item reliability and inter-rater agreement, hierarchical multiple regression, simultaneous or standard multiple regression, stepwise multiple regression, factor analysis, binomial logistic regression and multinominal logistic regression.

LEARNING METHODS:  
During the seminars we solve exercises of the book using SPSS for getting the solutions. Attending the lectures and the seminars are compulsory.

ASSESSMENT:  
The overall course grade will be based on the working on practices and the final computer exams.

COMPULSORY READINGS:  
**RECOMMENDED READINGS:**

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**Syllabus**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Non-parametric models: Mann-Whitney test, Wilcoxon signed-rank test, Kruskal-Wallis test, Friedman’s test. LO: Examples of different non-parametric models</td>
</tr>
<tr>
<td>4.</td>
<td>Non-linear regression LO: Non-linear regression</td>
</tr>
<tr>
<td>5.</td>
<td>Background of Logistic Regression LO: Background of Logistic Regression</td>
</tr>
<tr>
<td>6.</td>
<td>Binary logistic regression LO: Binary logistic regression</td>
</tr>
<tr>
<td>7.</td>
<td>Predicting several categories: multinomial logistic regression LO: Multinomial logistic regression</td>
</tr>
<tr>
<td>8.</td>
<td>Factorial ANOVA. Factorial designs. Factorial ANOVA is a linear model. LO: Factorial ANOVA. Factorial designs. Factorial ANOVA is a linear model.</td>
</tr>
<tr>
<td>9.</td>
<td>Two-way ANOVA. Assumptions and output of factorial ANOVA. LO: Two-way ANOVA. Assumptions and output of factorial ANOVA.</td>
</tr>
<tr>
<td>10.</td>
<td>Repeated-measure designs and ANOVA. LO: Repeated-measure designs and ANOVA.</td>
</tr>
</tbody>
</table>
**Advanced Microeconomics GT_MNGNE002-17**

Institute: Economics  
Classes per week: 2+2  
Course credit value: 5

**INSTRUCTOR:**  
KAPÁS, Judit PhD, professor  
kapas.judit@econ.unideb.hu, TVK 141.

**COURSE GOALS:**  
The course will provide the students with those fundamental models of microeconomics that are built from the concepts of intermediate microeconomics. These models will include different extensions of the consumer choice (intertemporal choice, uncertainty), models of monopolist behavior and oligopoly, analysis of general equilibrium, and market failures.

**COURSE CONTENT, TOPICS:**  
intertemporal choice, asymmetric information, monopoly behavior, oligopoly, behavior, taxation, general equilibrium, externalities, public goods

**LEARNING METHODS:**  
Lectures, seminars, calculations, graphical illustrations

**ASSESSMENT:**  
The exam is a written test which will be evaluated according to the following grading schedule:
0 - 50% – fail (1)
50%+1 point - 63% – pass (2)
64% - 75% – satisfactory (3)
76% - 86% – good (4)
87% - 100% – excellent (5)

COMPULSORY READINGS:

**Syllabus**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1.   | Intermediate microeconomics revision  
|      | LO: optimization, Pareto efficiency, equilibrium |
| 2.   | Intertemporal choice I.  
|      | LO: intertemporal budget line, indifference curve, optimal choice in two periods |
| 3.   | Intertemporal choice II.  
|      | LO: comparative statics in intertemporal choice |
| 4.   | Taxation  
|      | LO: deadweight loss due to taxation |
| 5.   | Asymmetric information  
|      | LO: adverse selection, moral hazard, agency theory, signaling |
| 6.   | Monopoly behavior I.  
|      | LO: price discrimination |
| 7.   | Monopoly behavior II.  
|      | LO: two-part tariffs, bundling, monopolistic competition |
| 8.   | Oligopoly I.  
|      | LO: Cournot and Stackelberg model |
| 9.   | Oligopoly II.  
|      | LO: Bertrand model, dominant firm, collusion, cartels |
COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th></th>
<th>General equilibrium: exchange</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>LO: Edgeworth box, contract curve, Walras law</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>General equilibrium: production</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>LO: production possibilities frontier</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Externalities</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>LO: types of externalities, Coase theorem, deadweight loss</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Public goods</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>LO: free-riding, provision of the public goods</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>LO: synthesis</td>
</tr>
</tbody>
</table>

*LO learning outcomes

**International Trade Theory GT_MNGNE607-17**

Institute: World Economy and International Relations  
Classes per week: 2+2  
Course credit value: 5

INSTRUCTORS:  
ERDEY, László PhD, associate professor  
erdey.laszlo@econ.unideb.hu, TVK 136.  
Márkus, Ádám PhD student  
markus.adam@econ.unideb.hu, Bld. D 2nd floor V8

COURSE GOALS:  
The objective of the course is to provide students with an advanced understanding of the most relevant international trade theories, their applications and the empirical research methods of the field.

COURSE CONTENT, TOPICS:  
the changing pattern of world trade, the gravity model, the Ricardian model and its extensions, the Ricardo-Jones-Viner (specific factors) model, the Heckscher-Ohlin model, the standard trade model, external economies and international trade, interregional trade and (the new) economic geography, imperfect competition and trade, performance differences across producers (‘new new trade theory’, the Melitz model), multinationals and outsourcing
LEARNING METHODS:
The course is highly interactive between the class and the instructor. Through case studies/presentations and problems, students will have the opportunity to use the concepts and ideas presented in class. Problem-solving sessions occur in both individual (primarily) and team (occasionally) settings. For our empirical analyses we use the UN Comtrade Database.

ASSESSMENT:
The calculation of the final grade is as follows:
Endterm 60%
Class work (seminars) 30%
Class participation (lectures), MyLab assignments 20%
The final result will be evaluated according to the following schedule:
0-60%– 1
61-70%– 2
71-80%– 3
81-90%– 4
91-110%– 5
Students with final result under 61% lose all points collected during the semester. They may assign for make-up exam in the examination period.

COMPULSORY READINGS:
The instructor may provide a few additional readings during the semester.

RECOMMENDED READINGS:
COURSE DESCRIPTIONS


Syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 1. | Introduction  
| 2. | World Trade: An Overview  
LO: Largest trading partners of the United States. Gravity model: influence of an economy’s size on trade  
Distance, barriers, borders and other trade impediments.  
| 3. | Labor Productivity and Comparative Advantage: The Ricardian Model I.  
LO: Opportunity costs and comparative advantage A one-factor Ricardian model Production possibilities Gains from trade Wages and trade Misconceptions about comparative advantage Transportation costs and non-traded goods Empirical evidence |
| 4. | Labor Productivity and Comparative Advantage: The Ricardian Model I.  
LO: Comparative Statics in the model, the Dornbusch-Fisher-Samuelson model, the Eaton-Kortum model |
| 5. | Specific Factors and Income Distribution I.  
|   | Specific Factors and Income Distribution II.  
|   | LO: Rybczynski-effect in the model, the Jones algebra, Dutch disease |
| 7. | Resources and Trade: The Heckscher-Ohlin Model I.  
| 8. | Resources and Trade: The Heckscher-Ohlin Model II.  
|   | LO: Factor price reversals. The neoclassical trade model. The Heckscher-Ohlin-Vanek theorem. Technology in the model. |
| 9. | The Standard Trade Model  
|   | LO: Relative supply and relative demand. The terms of trade and welfare. Effects of economic growth, import tariffs, and export subsidies. International borrowing and lending |
| 10. | External Economies of Scale and the International Location of Production  
|   | LO: Monopolistic competition and trade, The significance of intra-industry trade Firm responses to trade: winners, losers, and industry performance |
|   | LO: Dumping. Multinationals and outsourcing |
| 13. | Intra-industry Trade  
|   | LO: Theories, measurement, empirics. |
| 14. | Summary and Assessment |

*LO learning outcomes*
Global Corporate Strategies and Multilevel Governance  
GT_MNGNE027

Institute: World Economy and International Relations  
Classes per week: 2+2  
Course credit value: 5

INSTRUCTOR:  
FRANKÓ, Krisztina PhD, assistant professor  
franko.krisztina@econ.unideb.hu, Bld. D 2nd floor V6

COURSE GOALS:  
The course is designed to introduce students to the particularities of global corporate strategies both theoretically and in practice. A broad overview over the most relevant topics in the area of global corporate strategies is given.

COMPETENCES:  
Students are able to understand the operation, coordination mechanism of global companies and can act efficiently in such an environment. The course provides students with specific competencies linked to strategic international management and help them creating a multicultural mindset in approaching global issues.

COURSE CONTENT, TOPICS:  
Introduction; Basic types of internationalisation and theoretical explanations; Motives for international business activities; Culture as influence factor on international management; Influence of the external environment on international management; The relationship between multinationality and performance; The Integration/Responsiveness – framework; Structure of the value chain; Configuration and coordination of international activities; Operation modes: markets, hierarchies and cooperations; Internationalisation of services

LEARNING METHODS:  
In the seminars the students will read and analyse journal articles, and case studies in teams.

ASSESSMENT:  
In teams, students have to prepare a specific group work/case study and present it to the class. In addition, a 10-page paper on the group work/case study has to be turned in by the team - Deadline: 12 Dec 2017 4 pm per email. Presentation dates will be discussed at the first course. The participation in
the case study teams is mandatory. The successful completion of a case study is a prerequisite to take the final exam. We also expect all students to be present during the presentations of the other groups.
The calculation of the final grade is as follows:
Final examination 40%
Group presentation 60%
+Individual assignment on course 10%

COMPULSORY READINGS:
Further Mandatory Readings Will Be Provided During The Lectures.
RECOMMENDED READINGS:

Syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 1.   | Introduction  
      LO: Information about the course (schedule, requirements, assessment, grading etc.) |
| 2.   | Basic theories of internationalisation  
      LO: Understand the economical and management theories of globalisation, integration, internationalisation. |
| 4.   | Influence of external environment  
      LO: Understand the role of environment, regional clusters |
<table>
<thead>
<tr>
<th></th>
<th>Course Description</th>
</tr>
</thead>
</table>
| 5. | Culture as influence factor  
|   | LO: Understand the phenomenon of national and corporate culture and its contribution to the coordination of a global company. |
| 6. | Relationship between multinationality and performance management  
|   | LO: Understand the relationship between multinationality and performance.         |
| 7. | The Integration/Reponsiveness-framework  
|   | LO: Understand the I/R-framework, a fourfold typology of MNCs.                   |
| 8. | Foreign operation modes  
|   | LO: Understand the different modes of foreign operation, their level of risk and investment. |
| 9. | Foreign operation modes  
|   | LO: Understand the different modes of foreign operation, their level of risk and investment. |
| 10. | Structure of the value chain  
|    | LO: Understand the complex phenomena of global companies, their basic decision between sourcing and production, the configuration of production and sourcing activities. |
| 11. | Configuration and coordination of international activities  
|    | LO: Understand the relationship between configuration and coordination of global business activities. |
| 12. | Operation modes: market, hierarchies and cooperations  
|    | LO: Understand the relationship between market, hierarchies and cooperation.     |
| 13. | Internationalisation of services  
|    | LO: Understand the opportunities service companies have through globalisation. Understand the challenges service companies face in our digital world. |
| 14. | Summary  
|    | LO: Broad overview over the most relevant topics in the area of global corporate strategies. |

*LO learning outcomes*
Advanced International Marketing GT_MNGNE007-17

Institute: Marketing and Trade
Classes per week: 2+2
Course credit value: 5

INSTRUCTOR:
KISS, Marietta PhD, assistant professor
kiss.marietta@econ.unideb.hu, TVK 116.

COURSE GOALS:
This course focuses on marketing strategy and management within the context of global and international markets. It evaluates cultural differences and aims to enhance students’ skills in developing and implementing marketing strategies and decision making in international contexts.

COURSE CONTENT, TOPICS:
The course includes the following topics: global economic, trade, socio-cultural and political-legal environment; international marketing research; international segmentation, targeting and positioning, global market entry strategies; product and pricing decisions in global marketing; international marketing channels and marketing communication; organization of international marketing activities.

LEARNING METHODS:
Lecture presentations (students are provided with lecture slides), class discussions of case studies related to the course topics, e-learning materials including the e-book, online assignments/homework, and study plan with additional exercises to practice.

ASSESSMENT:
The calculation of the final grade is as follows:
- homework & seminar tasks: 30%
- written exam: 70%

The final result will be evaluated according to the following schedule:
0–50% failed (1)
51–62% satisfactory (2)
63–74% average (3)
75–86% good (4)
87–100% excellent (5)
COURSE DESCRIPTIONS

Attendance is expected and is taken at the beginning or the end of each class. More than three absences from seminar class for any reason will result in denial of the signature for the class. In the case of the omission of homework, the signature will be denied. Participation in the case discussion is expected.

COMPULSORY READINGS:

RECOMMENDED READINGS:

Syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction to Global Marketing&lt;br&gt;LO: Students know what the global/international marketing is, the problem of standardization vs. adaptation in international marketing, the management orientations of international firms, and driving and restraining forces of international marketing.</td>
</tr>
<tr>
<td>2.</td>
<td>The Global Economic Environment&lt;br&gt;LO: Students are introduced to the state of current world economy, the types and characteristics of economic systems, the stages of marketing development, and the basics of balance of payments and international finance.</td>
</tr>
<tr>
<td>3.</td>
<td>The Global Trade Environment&lt;br&gt;LO: Students know the role of the World Trade Organization in facilitating global trade, the categories of preferential trade agreements, and the major market regions.</td>
</tr>
<tr>
<td>4.</td>
<td>Social and Cultural Environments&lt;br&gt;LO: Students are introduced to the definition, elements, types, and international differences of culture, the impact of marketing on culture, and the diffusion theory.</td>
</tr>
<tr>
<td>Section</td>
<td>Learning Outcomes</td>
</tr>
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<tr>
<td>5. The Political, Legal, and Regulatory Environments of Global Marketing</td>
<td>LO: Students know the political risks, including seizure of assets, the types and characteristics of law systems, the most important topics in international law, including property rights, antitrust laws, licensing and trade secrets, bribery and corruption, and international conflict resolution.</td>
</tr>
<tr>
<td>6. Global Information Systems and Market Research</td>
<td>LO: Students understand the importance of information technology and marketing information systems, they utilize a framework for information scanning and opportunity identification, and understand the formal market research process.</td>
</tr>
<tr>
<td>7. Segmentation, Targeting, and Positioning</td>
<td>LO: Students know how to identify different groups of potential customers, how to segment those groups, how to choose the groups to target, and how to position the brand in the mind of the customer in international context.</td>
</tr>
<tr>
<td>8. Importing, Exporting, and Sourcing</td>
<td>LO: Students are introduced to export selling and export marketing, organizing export activities, national policies on imports and exports, tariff systems, key export participants, export financing and payment methods, and outsourcing.</td>
</tr>
<tr>
<td>9. Global Market Entry Strategies: Licensing, Investment, and Strategic Alliances</td>
<td>LO: Students understand the remaining foreign entry modes: licensing, franchising, joint ventures, foreign direct investment, alliances, and the factors of choosing from them. They know the marketing expansion strategies, too.</td>
</tr>
<tr>
<td>10. Product and Brand Decisions</td>
<td>LO: Students are introduced to brand and product concepts, local, international, and global brands, product design issues, Maslow’s needs hierarchy, Country of Origin brand element, strategic alternatives of global product planning, new product continuum, and types of innovation.</td>
</tr>
<tr>
<td></td>
<td>COURSE DESCRIPTIONS</td>
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<tr>
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</tr>
</tbody>
</table>
| 11. | Pricing Decisions  
LO: Students understand the law of one price, price floors & ceilings, optimum prices, target costing, price escalation, environmental issues of pricing, gray market goods, dumping, price fixing, transfer pricing, and countertrade. |
| 12. | Global Marketing Channels and Physical Distribution  
LO: Students know the different channel structure options, the consumer and industrial distribution channels, global retailing, and the physical distribution, supply chains, and logistics including six types of transportation. |
| 13. | Global Marketing Communications Decisions  
LO: Students are able to define global advertising and identify companies that are highest spenders, they learn how global ad agencies are structured, they are able to identify the key roles of ad agency personnel and different kinds of media worldwide, they know the role of PR and Publicity and the negative impact on companies recently. Students are able to define sales promotion and focus on tactics and tools used by global marketers, list the steps in the strategic/consultative selling model, they understand the contingency factors in developing a global sales force, the role of direct marketing and special forms of marketing communication. They also know innovations that led to the digital revolution, value networks and the sustaining and disruptive nature technologies, and they understand E-commerce and Web site categories. |
| 14. | Strategic Elements of Competitive Advantage. Leadership, Organization, and Corporate Social Responsibility  
LO: Students understand the factors that shape competition, competitive advantage at the industry and national levels, and current hypercompetitive industries. They are able to identify corporate executives, describe organizational structures, they understand lean production and corporate social responsibility. |

*LO learning outcomes*
Advanced Development Economics I. GT_MNGNE008

Institute: World Economy and International Relations
Classes per week: 3+0 Course credit value: 4

INSTRUCTORS:
ERDEY, László PhD, associate professor erdey.laszlo@econ.unideb.hu, TVK 136.
SIGÉR, Fruzsina PhD, assistant professor siger.fruzsina@econ.unideb.hu, Bld. D 2nd floor V1

COURSE GOALS:
The course covers a wide range of topics in development economics, starting with the fundamental statistical techniques of international comparison, the basic theories of development and economic growth. This is followed by the treatment of some fundamental problems like income inequality, the accumulation and role of human capital, urbanization and rural-urban migration, main demographic trends.

COURSE CONTENT, TOPICS:

LEARNING METHODS:
The course is highly interactive between the class and the instructors. Through case studies/presentations and problems, students will have the opportunity to use the concepts and ideas presented in class. Problem-solving sessions occur in both individual (primarily) and team (occasionally) settings.

ASSESSMENT:
The calculation of the final grade is as follows:
Endterm 50%
Class work (seminars) 40%
Class participation (lectures), 20%
The final result will be evaluated according to the following schedule: 0-60%—1, 61-70%—2, 71-80%—3, 81-90%—4, 91-110%—5. Students with final result under 61% lose all points collected during the semester. They may assign for make-up exam in the examination period.

COMPULSORY READINGS:

The instructor may provide a few additional readings during the semester.

RECOMMENDED READINGS:
Abhijit V. Banerjee—Esther Duflo (2011): Poor Economics, A Radical Rethinking of the Way to Fight Global Poverty and the Ways to End It, Random House India
E. Wayne Nafziger: Economic Development, Cambridge University Press

Syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 3.  | Comparative Economic Development II.  
     | LO: How Low-Income Countries Today Differ from Developed  
     | Countries in Their Earlier Stages, Are Living Standards of  
     | Developing and Developed Nations Converging? Long-Run Causes  
     | of Comparative  |
| 4.  | Classic Theories of Economic Growth and Development  
     | LO: Linear stages of growth model. Theories and Patterns of  
     | structural change. International-dependence revolution.  
     | Neoclassical, free market counterrevolution.  |
| 5.  | Contemporary Models of Development and Underdevelopment  
     | LO: Underdevelopment as a Coordination Failure. Multiple  
     | Equilibria: A Diagrammatic Approach. Starting Economic  
     | Development: The Big Push. Further Problems of Multiple  
     | Equilibria. Michael Kremer’s O-Ring Theory of Economic  
     | Development. Economic Development as Self-Discovery. The  
     | Hausmann-Rodrik-Velasco Growth Diagnostics Framework  |
| 6.  | Poverty, Inequality, and Development  
     | LO: Measuring Inequality, Measuring Absolute Poverty, Poverty,  
     | Inequality, and Social Welfare, Absolute Poverty: Extent and  
     | Magnitude, Economic Characteristics of High-Poverty Groups,  
     | Policy Options on Income Inequality and Poverty: Some Basic  
     | Considerations, Summary and Conclusions: The Need for a Package  
     | of Policies  |
| 7.  | Population Growth and Economic Development: Causes,  
     | Consequences, and Controversies  
     | LO: The Basic Issue: Population Growth and the Quality of Life,  
     | Population Growth: Past, Present, and Future, The Demographic  
     | Transition, The Causes of High Fertility in Developing Countries:  
     | The Malthusian and Household Models, The Consequences of High  
     | Fertility: Some Conflicting Perspectives, Some Policy Approaches  |
| 8.  | Urbanization and Rural-Urban Migration: Theory and Policy  
     | LO: Urbanization: Trends and Living Conditions, The Role of  
     | Cities, The Urban Giantism Problem, The Urban Informal Sector,  
     | Migration and Development, Toward an Economic Theory of Rural-  
     | Urban Migration, Conclusion: A Comprehensive Urbanization,  
     | Migration, and Employment Strategy  |
## COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>The Environment and Development</td>
<td>LO: Environment and Development: The Basic Issues, Global Warming and Climate Change: Scope, Mitigation, and Adaptation, Economic Models of Environmental Issues, Urban Development and the Environment, The Local and Global Costs of Rain Forest Destruction, Policy Options in Developing and Developed Countries</td>
</tr>
<tr>
<td>14</td>
<td>Summary and Assessment</td>
<td>*LO learning outcomes</td>
</tr>
</tbody>
</table>

*LO learning outcomes*
Advanced Macroeconomics GT_MNGNE004

Institute: Economics
Classes per week: 2+2
Course credit value: 5

INSTRUCTOR:
CZEGLÉDI, PÁL PhD, associate professor
czeglédi.pal@econ.unideb.hu, TVK 140.

COURSE GOALS:
The course is aimed at giving the students insights into an approach of macroeconomic thinking that is based on models with special attention to those models that are built on explicit microeconomic foundations. By the end of the course students should be aware of the fundamentals of the basic macroeconomic models including those of economic growth and of short-run business cycles.

COURSE CONTENT, TOPICS:
The courses includes three blocks of topics. The first one reviews the measurement of the most important macroeconomic variables. The second part deals with three models of economic growth: the Malthusian model, the Harrod-Domar, and the Solow model, including their implications. In the third part we will build a model to understand business cycles and draw some other conclusions for fundamental macroeconomic questions.

LEARNING METHODS:
The course will include classic lectures that make the students familiar with models, and seminars during which the students solve calculation problems with the models and discuss the real-world implications of the models.

ASSESSMENT:
The students are required to take a midterm test. Only those will be eligible to take the final exam whose scores are at least 50%.
The exam is a written test which will be evaluated according to the following grading schedule:
0 - 50% – fail (1)
50%+1 point - 63% – pass (2)
64% - 75% – satisfactory (3)
76% - 86% – good (4)
87% - 100% – excellent (5)
COMPULSORY READINGS:

RECOMMENDED READINGS:
Some articles are assigned for reading during the semester.

Syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction and measuring issues LO: How to measure GDP and real GDP, inflation, unemployment</td>
</tr>
<tr>
<td>2.</td>
<td>Business cycle measurement LO: Understanding the fundamental notions to describe business cycles</td>
</tr>
<tr>
<td>5.</td>
<td>Economic growth: the Solow model I LO: Main assumptions and derivation of the steady state.</td>
</tr>
<tr>
<td>7.</td>
<td>Closed-economy one-period macroeconomic model I LO: How to model the representative household and the representative firm.</td>
</tr>
<tr>
<td>8.</td>
<td>Closed-economy one-period macroeconomic model II LO: Understanding the logic of general equilibrium conditions and their meaning.</td>
</tr>
</tbody>
</table>
10. Real intertemporal model with investment
   LO: The ability to extending the one-period model into a two-
   period one, and the two-period investment decision

11. Flexible price models of business cycles
   LO: Understanding the equilibrium conditions and the way of
   including the money market into the model.

12. New Keynesian models
   LO: Understanding the significance of price stickiness.

13. Unemployment and job search
   LO: Being aware of different explanations of the natural rate of
   unemployment.

14. Summary
   LO: Overview of the topics and the main questions.

*LO learning outcomes

International Finance GT_MNGNE010-17

Institute: Accounting and Finance
Classes per week: 2+2                      Course credit value: 5

INSTRUCTORS:
MÁTÉ, Domicián PhD, assistant professor
mate.domician@econ.unideb.hu, Magház 103.
SZABÓ, Andrea PhD, assistant professor
szabo.andrea@econ.unideb.hu, Magház 104.

COURSE GOALS:
The course will also provide for the MA students the theoretical framework
and business concepts of international finance to demonstrate the behavior of
globalized financial markets.

COURSE CONTENT, TOPICS:
By the end of the course students should be able to understand National
Income Accounting and the Balance of Payments, Exchange Rates and the
Foreign Exchange Market; Money, Interest Rates, and Exchange Rates; Price
Levels and the Exchange Rate in the Long Run and Fixed Exchange Rates
and Foreign Exchange Intervention. Thus they should clarify the role of International Monetary Systems, the Financial Globalization: Opportunity and Crisis, the concept of Optimum Currency Areas and the Euro, and finally the future of Developing Countries.

LEARNING METHODS:
Students have to take a two midterm tests (A+B) during the semester. Failed tests can be rewritten as regulated by the Statutes of Examination and Teaching during the examination period. Nevertheless, personal attendance is required. Students cannot miss more than three seminars. Students can also gain 10% bonuses, as a presentation, from the mini cases listed below.

ASSESSMENT:
The exam evaluated according to the following grading schedule:
- 0 - 50% – 1
- 50% - 60% – 2
- 60% - 70% – 3
- 70% - 80% – 4
- 80% - 100% – 5

COMPULSORY READINGS:

RECOMMENDED READINGS:

Syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Introduction to International Finance&lt;br&gt;LO: Understanding the basics of International Finance</td>
</tr>
</tbody>
</table>
LO: Distinguish Exchange Rates and the Foreign Exchange Market: An Asset Approach |
| 4. | Money, Interest Rates, and Exchange Rates  
LO: Compare Money, Interest Rates, and Exchange Rates |
| 5. | Price Levels and the Exchange Rate in the Long Run  
LO: Connect Price Levels and the Exchange Rate in the Long Run |
| 6. | Fixed Exchange Rates and Foreign Exchange Intervention  
LO: Understanding the Fixed Exchange Rates and Foreign Exchange Intervention |
| 7. | Official Midterm Period  
LO: - |
| 8. | Midterm Test (a) (50%)  
LO: Demonstrating their knowledge |
| 9. | International Monetary Systems: An Historical Overview  
LO: Highlight International Monetary Systems: An Historical Overview |
| 11. | Optimum Currency Areas and the Euro  
LO: Glance of Optimum Currency Areas and the Euro |
| 12. | Developing Countries: Growth, Crisis, and Reform  
LO: Timeline Developing Countries: Growth, Crisis, and Reform |
| 13. | Midterm Test (B) (50%)  
LO: Demonstrating their knowledge |
| 14. | Consultation  
LO: Summarize the topics of the courses |

*LO learning outcomes*
International Economic Policy GT_MNGNE009

Institute: Economics
Classes per week: 3+0
Course credit value: 4

INSTRUCTOR:
CZEGLÉDI, PÁL PhD, associate professor
czeglédi.pal@econ.unideb.hu, TVK 140.

COURSE GOALS:
The course is aimed at providing students with insights into how to think about contemporary economic policy questions with a sound macroeconomic background. The course provides a theoretical basis for those economic policy issues which are often raised these days with a special focus on money and monetary policy issues, and issues with an international perspective (eurozone, fiscal federalism). The course applies some fundamental insights of political economy, too. By the end of the course the students should be able to use sound macroeconomic principles in discussing contemporary policy issues.

COURSE CONTENT, TOPICS:
The course introduces students to the differences between a traditional as opposed to a political economic view of government intervention. It then considers various topics in monetary policy which are connected with the role of central banks. In the third part the course deals with fiscal policy, especially with the consequences of public deficit and debt. The course finally applies these insights for the problems of the Eurozone.

LEARNING METHODS:
Lectures, students’ presentations of papers, and writing summaries of, and discussing, papers.

ASSESSMENT:
The exam is a written test which will be evaluated according to the following grading schedule:
0 - 50% – fail (1)
50%+1 point - 63% – pass (2)
64% - 75% – satisfactory (3)
76% - 86% – good (4)
87% - 100% – excellent (5)
Summaries and presentations can add 20 percent to the grade at the maximum.

COMPULSORY READINGS:
White, L. (1999), The Theory of Monetary Institutions, Blackwell Publishers, Massachusetts, USA.

RECOMMENDED READINGS:
Papers for presentation:
COURSE DESCRIPTIONS

PAPERS FOR DISCUSSION (SUMMARY):
Barro, R, Redlick, Ch. (2009), Design and Effectiveness of Fiscal Stimulus Programmes, Vox column, 30 October 2009. link
White, L. H. (2009), How Did we Get into this Financial Mess? Cato Briefing Paper, No. 110, Cato Institute. link

Syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Different approaches to government and economic policy I&lt;br&gt;LO: Understanding the difference between the traditional and the economic approach to government intervention</td>
</tr>
<tr>
<td>2.</td>
<td>Different approaches to government and economic policy II&lt;br&gt;LO: Understanding the most important government failures</td>
</tr>
<tr>
<td>3.</td>
<td>Central banks and money&lt;br&gt;LO: Understanding the (lack) of economic reasons for a central bank</td>
</tr>
<tr>
<td>4.</td>
<td>Dynamic inconsistency, price stability and monetary rules I&lt;br&gt;LO: Understanding the fundamental dilemma of rule-following versus discretionay monetary policy</td>
</tr>
<tr>
<td>5.</td>
<td>Dynamic inconsistency, price stability and monetary rules II&lt;br&gt;LO: General policy implications of the dynamic inconsistency problem</td>
</tr>
<tr>
<td>6.</td>
<td>Bank runs&lt;br&gt;LO: Understanding the logic of self-fulfilling runs on the bank and their conditions</td>
</tr>
<tr>
<td>Chapter</td>
<td>Topic</td>
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<tr>
<td>7.</td>
<td>Political business cycles</td>
</tr>
<tr>
<td>8.</td>
<td>The liquidity trap</td>
</tr>
<tr>
<td>9.</td>
<td>Fundamentals and international aspects of fiscal policy I</td>
</tr>
<tr>
<td>10.</td>
<td>Fundamentals and international aspects of fiscal policy II</td>
</tr>
<tr>
<td>11.</td>
<td>Deficit, debt, and inflation</td>
</tr>
<tr>
<td>12.</td>
<td>Problems of the Euro zone I</td>
</tr>
<tr>
<td>13.</td>
<td>Problems of the Euro zone</td>
</tr>
<tr>
<td>14.</td>
<td>Summary</td>
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</tbody>
</table>

*LO learning outcomes

**The Law of International Economic Relations**  
GT_MNGNE011-17

Institute: World Economy and International Relations  
Classes per week: 3+0  
Course credit value: 4

**INSTRUCTOR:**  
FÉZER, Tamás PhD, associate professor  
fezer.tamas@law.unideb.hu, Bld. ÁJK A13
COURSE DESCRIPTIONS

COURSE GOALS:
The course covers some of the most important and modern topics on the law of international business relations. The course intends to explore how actors in the international market can establish contractual relationships, manage financial transactions and how international treaties, customs and the lex mercatoria regulate their interactions. The relevant laws (regulations and directives) of the European Union are in the center of discussion, while universal treaties and international case law are also analyzed. Legal sources, real and hypothetical cases are used to discuss and explore cross-border business transactions. Students may get a closer look at the law of international sales, dispute resolution methods, multinational enterprises, foreign investments and the law of transportation.

COURSE CONTENT, TOPICS:
The course covers diverse areas of international business law: protecting foreign investments, banking transactions, consumer contracts in cross-border dimension, international sales law, transportation law, law of multinational companies, liability in international business transactions, intellectual property law, and dispute settlement mechanisms in international commercial relations.

LEARNING METHODS:
Topics are analyzed in classes, following an interactive, problem and case oriented approach. Individual consultation is available upon request.

ASSESSMENT:
Interaction is required from all students to work on hypothetical cases and problems during the classes. Class attendance is mandatory and the instructor checks attendance regularly. In case anyone fails to attend the classes more than three times in the semester (unexcused), signature is denied and he/she cannot take the exam.

A written exam concludes the course and its multiple occasions are scheduled for the exam term. The exam covers all topics of the semester. The written exam consists of two essay questions and one hypothetical case. The exam is in writing. Evaluation is based on the five-grade scale. The exam grade is calculated following the pattern below:

- <51%— 1 (fail)
- 51-65%— 2 (satisfactory)
- 66-75%— 3 (fair)
- 76-89%— 4 (good)
- 90-100%— 5 (excellent)
COMPULSORY READINGS:
Ppt slides constitute the core materials for the course. Ppt slides will be sent to students through Neptun at the beginning of the semester.

RECOMMENDED READINGS:

Syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction to international business law. Legal sources, scope, subjects and principles. LO: Students will get a view on the relevant sources of international business law, and they learn how to identify them in an actual dispute.</td>
</tr>
<tr>
<td>2.</td>
<td>Foreign investments. Bank transactions and payments in international business relations. LO: Students will get in-depth knowledge on the available protective mechanisms to foreign investments.</td>
</tr>
<tr>
<td>3.</td>
<td>Regulation of consumer contracts in Europe: e-commerce, distance selling, timesharing. LO: Students will be familiar with the rules on how to conduct B2C businesses in the European Union in a way that complies with EU law.</td>
</tr>
<tr>
<td>Course Description</td>
<td>Learning Outcomes</td>
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<tr>
<td>4. International Sale of Goods. The Vienna Convention (CISG) I.: Scope and formation.</td>
<td>LO: Students get a sense of the formation of international sales contracts under the CISG, and they can identify whether the actual contractual dispute falls under the scope of the Convention.</td>
</tr>
<tr>
<td>5. International Sale of Goods (CISG) II.: Rights and obligations of the parties, breach and remedies</td>
<td>LO: Students can identify a breach situation and pair the available remedies to the losses and disadvantages suffered by the non-breaching party.</td>
</tr>
<tr>
<td>6. Transportation I.: INCOTERMS trade terms</td>
<td>LO: Students will be familiar with the multimodal trade terms of INCOTERMS, and they can identify the initial rules and effectiveness for all terms.</td>
</tr>
<tr>
<td>7. Transportation II.: Carriage of Goods by the Sea</td>
<td>LO: Students will be ready to handle a sea transportation transaction and disputes arisen from such businesses.</td>
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<tr>
<td>8. European company law: directives and regulations</td>
<td>LO: Students will obtain comparative knowledge on how EU law channels company formation and operation (structure) in the European Union.</td>
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<tr>
<td>9. Liability in international business relations</td>
<td>LO: The class makes students oriented in the world of civil liability for corporate torts, employment torts, and business torts in general.</td>
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<tr>
<td>10. Liability of air carriers in the European Union.</td>
<td>LO: Students will be able to position the liability of air carriers in an EU level.</td>
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<tr>
<td>11. Intellectual property law in an international dimension</td>
<td>LO: The class provides an insight to the international standards for the protection of IP instruments, covering both copyrights and industrial property rights.</td>
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<td></td>
<td><strong>Dispute Settlement I.: Diplomacy, International Tribunals (WTO, ICSID)</strong></td>
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<td><strong>LO:</strong> Students get detailed knowledge on the procedural, jurisdictional and substantive rules of diplomatic ADR methods and settlement mechanisms of international tribunals.</td>
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<tr>
<td></td>
<td><strong>Dispute Settlement II.: Municipal Courts</strong></td>
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<td><strong>LO:</strong> Students will obtain knowledge on the relevant rules of jurisdiction of municipal courts, immunity from this jurisdiction, and the governing law applicable to various business situations.</td>
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<tr>
<td>14.</td>
<td><strong>Summary</strong></td>
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<td><strong>LO:</strong> The class positions the topics discussed in the semester in order to point out to the connecting principles and lemmas.</td>
</tr>
</tbody>
</table>

*LO learning outcomes*

**The Economic History of the Word GT_MNGNE029-17**

Institute: World Economy and International Relations  
Classes per week: 2+1  
Course credit value: 4

INSTRUCTOR:  
NAGY, Sándor  
senior lecturer  
nagy.sandor@econ.unideb.hu, Bld. D 2nd floor V8

**COURSE GOALS:**  
This course studies the birth and economic development and of the modern world system from preindustrial times to the early twentieth century.

**KNOWLEDGE:**  
The student is familiar with the basic theories, research methods, international and Hungarian contexts of historical development.

**ABILITIES:**  
The student is able to interpret the economic progress and the processes of business politics, and to an informed decision-making autonomously.
ATTITUDES:
The student is receptive to receiving new professional skills, to new social information, open new, independent and cooperative tasks. Include others’ opinions on sectoral, regional, national and European values.

AUTONOMY, RESPONSIBILITY:
The student takes responsibility for his/her analyses conclusions and decisions.

COURSE CONTENT, TOPICS:
The purpose of the lecture is to present the history of the birth and development of the modern world economy system, with special focus on the structural and integration processes of the world economy system. Method of our approach: analysis by examining particular area of the economy and its problem in the 19-20 Century. We take examples from hundreds of regional and global processes. We strive to reveal the results and characteristics of the research areas, problems and themes through concrete examples and at the same time present the short and long-term economic and social consequences of the industrial modernization, the nature and progress of globalization. The supplementary objective of the lecture is to show that the economic and social history is a knowledgeable area whose knowledge helps to understand the current economic processes.

LEARNING METHODS:
Teachers presentation, lectures
Practice: small group processing, team work, student presentations (case studies)

ASSESSMENT:
   Regular participation
   Knowledge of and class work with the required reading
   Short presentations in the class
   Final written exam: essay on one of three questions or test
   Class work, presentation 50%
   Final exam 50%

COMPULSORY READINGS:
Neal, Larry; Cameron, Rondo: A Concise Economic History of the World: From Paleolithic Times to the Present
Iván T. Berend and György Ránki: The European Periphery and Industrialization, 1780–1914.
Randy Charles Epping: The Beginner's Guide To The World Economy
RECOMMENDED READINGS:
Norman J. G. Pounds: An Historical Geography of Europe

**Syllabus**

<table>
<thead>
<tr>
<th>Topics</th>
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<tbody>
<tr>
<td>1. An introduction, syllabus, terms, theories</td>
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<tr>
<td>LO* Understanding of the semester goals and requirements</td>
</tr>
<tr>
<td>2. The &quot;world without world economy&quot; before the emergence of capitalism. Trade in Antiquity and Middle Ages</td>
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<tr>
<td>LO Professional interpretation of the lecture, active use ability</td>
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<tr>
<td>3. The nature and spatial structures of world trade - first period: 15-16. From the 19th century to the 1780s (the great geographic discoveries - colonialism)</td>
</tr>
<tr>
<td>LO Professional interpretation of the lecture, active use ability</td>
</tr>
<tr>
<td>4. The nature and spatial structures of world trade - feudal long distance trade; Triangles of world trade</td>
</tr>
<tr>
<td>LO Professional interpretation of the lecture, active use ability</td>
</tr>
<tr>
<td>5. The emergence of a modern world economy and the first era of industrial capitalism (1780-1870)</td>
</tr>
<tr>
<td>LO Professional interpretation of the lecture, active use ability</td>
</tr>
<tr>
<td>6. The Second Age of the Modern World Economic System and Monopoly Capitalism (1870-1945)</td>
</tr>
<tr>
<td>LO Professional interpretation of the lecture, active use ability</td>
</tr>
<tr>
<td>7. The social history of industrial modernization (demographic, migration, social mobility)</td>
</tr>
<tr>
<td>LO Professional interpretation of the lecture, active use ability, student presentation</td>
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<tr>
<td>8. World economic regions, centers and peripheries</td>
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<tr>
<td>The center region (centrum)</td>
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<tr>
<td>LO Professional interpretation of the lecture, active use ability, student presentations</td>
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</tbody>
</table>

*LO: learning outcomes

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**International Political Economy GT_MNGNE005-17**

Institute: Economics  
Classes per week: 2+2  
Course credit value: 5

**INSTRUCTOR:**  
CZEGLÉDI, PÁL PhD, associate professor  
czeglédi.pal@econ.unideb.hu, TVK 140.
COURSE GOALS:
The aim of the course is to introduce the students to the literature of the political economy of economic development from an international point of view with special emphasis on the role of institutions and economic policy.

COURSE CONTENT, TOPICS:
The course will focus on different topics with the aim of giving the students a better understanding of how institutions affect economic development, how economic policies are formed, and why they succeed and why they often fail. International comparisons of policies, institutions and economic performance will be especially important. By the end of the course the students should have a basic understanding of what institutions are and why they are important, how and why they differ across countries. They should be able to apply this knowledge on different topics, and should have some factual knowledge of these topics.

LEARNING METHODS:
Lectures, summaries and discussion of papers, students’ presentation and writing a term paper.

ASSESSMENT:
A student is given a signature if he or she does not miss more than three seminars, prepares for the discussion and does the course work. (That is, he or she fulfills requirement (1) above). Grading is based both on the paper (50%) and the written end-term test (50%). Evaluation will be in accordance with the following grading schedule:
0 - 50% – 1
50%+1 point - 63% – 2
64% - 75% – 3
76% - 86% – 4
87% - 100% – 5

COMPULSORY READINGS:

RECOMMENDED READINGS:


PAPERS TO BE DISCUSSED:


DATA:
Corruption:https://www.transparency.org/research/cpi/cpi_early,
http://info.worldbank.org/governance/wgi/index.aspx#home

Democracy: https://freedomhouse.org/report-types/freedom-world#.VdxMqCXtmko


<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Overview of the course and introduction; the definition of institutions&lt;br&gt;LO: Understanding the reasons why institutions are important for international comparisons of countries</td>
</tr>
<tr>
<td>2.</td>
<td>The definition and significance of institutions&lt;br&gt;LO: Understanding the significance and functions of institutions</td>
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<tr>
<td>3.</td>
<td>The institutional foundations of capitalism I&lt;br&gt;LO: Understanding the role of institutions in creating a market economy</td>
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<tr>
<td>4.</td>
<td>The institutional foundations of capitalism II&lt;br&gt;LO: Understanding the role of property rights</td>
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<td>5.</td>
<td>Collective action: public policy&lt;br&gt;LO: Understanding a classical liberal view on public policy</td>
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<tr>
<td>6.</td>
<td>Institutions and development&lt;br&gt;LO: Understanding the idea of inclusive and extractive institutional systems</td>
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<td>7.</td>
<td>Economic Freedom of the World Index I&lt;br&gt;LO: What is economic freedom and why is it important for economic development?</td>
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<tr>
<td>8.</td>
<td>Economic Freedom of the World Index II&lt;br&gt;LO: How is economic freedom measured?</td>
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<tr>
<td>9.</td>
<td>Why are institutional quality so different over the world?&lt;br&gt;LO: Understanding the ‘new comparative economics’ model of Djankov et al. in explaining institutional differences</td>
</tr>
<tr>
<td>10.</td>
<td>Globalization and its measurement&lt;br&gt;LO: How to measure globalization, how globalization is misunderstood</td>
</tr>
<tr>
<td>11.</td>
<td>Foreign aid&lt;br&gt;LO: Understanding the critiques of foreign aid</td>
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<tr>
<td>12.</td>
<td>Democracy and development I&lt;br&gt;LO: The significance of democratic institutions for economic development: opposing views</td>
</tr>
<tr>
<td>13.</td>
<td>Democracy and development II&lt;br&gt;LO: The measurement of democracy: what is to be considered?</td>
</tr>
</tbody>
</table>
14. Why democracies choose bad policies?
LO: Understanding the theory of rational irrationality

*LO learning outcomes

**Advanced Readings in World Economy I. GT_MNGNE025-17**

Institute: Business Communication and Professional Language Studies
Classes per week: 0+2 Course credit value: 0

INSTRUCTOR:
DR. LACZKÓNÉ RÁCZ, Edit PhD, language teacher
laczkone.racz.edit@econ.unideb.hu, Bld. A 215A.

**COURSE CONTENT, TOPICS:**
The aim of the course is to provide students with advanced-level professional materials on the issues of international economics and business in order that they can improve their skills in reading, speaking and presenting. Students are invited to take part in class discussions on global business issues selected from professional magazines and official publications by trade organizations. They are requested to give two presentations (a five-minute and a fifteen minute one) on a section of the World Development Report 2017 issued by the World Bank.

**LEARNING METHODS:**
Intensive reading tasks, reflection on the texts, pair work, group work, presentations.

**ASSESSMENT:**
Students will receive a mark at the end of the term if they have successfully completed all of the following requirements:
participated in class discussions based on home assignments,
made two class presentations about an official document of their own choice issued by the EU,
Assessment will be based on the total percentage score received during the term. The minimum pass score is 50%.

**COMPULSORY READINGS:**
Handouts distributed by the instructor
RECOMMENDED READINGS:

**Syllabus**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 1.   | Introduction, organization of the course.  
What makes a good presentation – features of a well-presented talk.  
LO: Students learn what to expect of the course; what their own responsibilities are; and also what the requirements of a well-presented talk are. |
| 2.   | Overcoming cultural barriers in business.  
LO: Students realize that cultural barriers often cause conflicts in international business. They understand that cultural differences might result in conflicts on the surface. |
| 3.   | Characteristics of Japanese business culture; the decision-making process, corporate hierarchy.  
Presentations on the *World Development Report*.  
LO: Students learn about the characteristics of Japanese business culture. They compare Japanese culture to their own business culture. |
| 4.   | The Japanese way of organizing work; life-long employment,  
rotation at work.  
Presentations on the *World Development Report*.  
LO: Students learn about the characteristics of Japanese business culture. They compare Japanese culture to their own business culture. |
| 5.   | Chinese business culture; The Dell model.  
Presentations on the *World Development Report*.  
LO: Students get to know a classic model of how international firms enter the Chinese market. |
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<tbody>
<tr>
<td>6.</td>
<td>Work conditions at Indian multinational firms.</td>
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<td>Presentations on the <em>World Development Report</em>.</td>
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<td>LO: Students get an insight into the infrastructure of multinational companies at one of</td>
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<td>the world’s biggest markets.</td>
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<td>7.</td>
<td>Mid-course evaluation.</td>
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<td>LO: Students reflect on the material discussed during the first part of the course.</td>
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<tr>
<td>8.</td>
<td>The importance of the knowledge of local culture. The role of local agents in business.</td>
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<tr>
<td></td>
<td>Presentations on the <em>World Development Report</em>.</td>
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<td>LO: Students realize the role of local agents in international business.</td>
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<td>Presentations on the <em>World Development Report</em>.</td>
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<td>LO: Through examples students learn that the outcome of international M&amp; A to a large</td>
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<td>extent depends on the differences between the cultures of the two firms concerned.</td>
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<td></td>
<td>Presentations on the <em>World Development Report</em>.</td>
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<td>LO: Through examples students learn that international companies can even take advantage</td>
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<td>of their multicultural workforce.</td>
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<td></td>
<td>Presentations on the <em>World Development Report</em>.</td>
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<td>LO: Students become aware of unethical and illegal work practices. They condemn them. They</td>
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<td>are aware of the fact that some of these practices might differ from country to country.</td>
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<tr>
<td>12.</td>
<td>The advantages and disadvantages of international assignments.</td>
</tr>
<tr>
<td></td>
<td>Presentations on the <em>World Development Report</em>.</td>
</tr>
<tr>
<td></td>
<td>LO: Students consciously assess the pros and cons of international assignments.</td>
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<td></td>
<td>Presentations on the <em>World Development Report</em>.</td>
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<td>LO: Students take part in the discussion. They draw on their previous studies and give</td>
</tr>
<tr>
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<td>examples of the restructuring of the Hungarian economy.</td>
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</tbody>
</table>
Advanced Development Economics II. GT_MNGNE608-17

Institute: World Economy and International Relations
Classes per week: 1+2  
Course credit value: 4

INSTRUCTOR:
ERDEY, László PhD, associate professor  
erdey.laszlo@econ.unideb.hu, TVK 136.

COURSE GOALS:
The course is a sequel to Advanced Development Economics I. We cover some more domestic problems and policies: We also deal with international and macro problems and policies, like International trade theory and development, balance of payments, debt, financial crises, and stabilization policies, foreign finance, investment and aid, finance and fiscal policy for development.

COURSE CONTENT, TOPICS:
International trade theory and development, Balance of payments, debt, financial crises, and stabilization policies, Foreign finance, investment and aid, Finance and fiscal policy for development, Culture, Geography, Climate and Natural Resources, Resources and the Environment at the Global Level

LEARNING METHODS:
The course is highly interactive between the class and the instructors. Through case studies/presentations and problems, students will have the opportunity to use the concepts and ideas presented in class. Problem-solving sessions occur in both individual (primarily) and team (occasionally) settings.

ASSESSMENT:
The calculation of the final grade is as follows:
Endterm 60%
Class work (seminars) 40%
Class participation (lectures), 10%
The final result will be evaluated according to the following schedule: 0-60%—1, 61-70%—2, 71-80%—3, 81-90%—4, 91-110%—5.
Students with final result under 61% lose all points collected during the semester. They may assign for make-up exam in the examination period.

**COMPULSORY READINGS:**

The instructor may provide a few additional readings during the semester

**RECOMMENDED READINGS:**
Abhijit V. Banerjee—Esther Duflo (2011): Poor Economics, A Radical Rethinking of the Way to Fight Global Poverty and the Ways to End It, Random House India

**Syllabus**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction</td>
</tr>
</tbody>
</table>
| 2.   | Seminar  
   LO: Case study |
| 3.   | **International Trade Theory and Development Strategy**  
   South-South Trade and Economic Integration. Trade Policies of Developed Countries: The Need for Reform and Resistance to New Protectionist Pressures |
| 4. | Seminar  
   LO: Case study |
| 6. | Seminar  
   LO: Case study |
| 7. | Foreign Finance, Investment, Aid, and Conflict: Controversies and Opportunities  
| 8. | Seminar  
   LO: Case study |
| 9. | Finance and Fiscal Policy for Development  
| 10. | Seminar  
   LO: Case study |
| 11. | Presentations |
| 12. | Seminar  
   LO: Case study |
| 13. | Presentations |
| 14. | Summary and Assessment |

*LO learning outcomes
International Trade Policy and Factor Mobility
GT_MNGNE605-17

Institute: World Economy and International Relations
Classes per week: 2+2
Course credit value: 5

INSTRUCTORS:
ERDEY, László PhD, associate professor
erdelay.laszlo@econ.unideb.hu, TVK 136.
Márkus, Ádám PhD student
markus.adam@econ.unideb.hu, Bld. D 2nd floor V8

COURSE GOALS:
to help the students to understand economic and trade policies, international trade patterns and processes. Further goals are to show and calculate the welfare effects of trade policy measures, and to investigate capital and labor mobility among countries in the world.

COURSE CONTENT, TOPICS:

LEARNING METHODS:
Calculation of welfare effect using simple models. Graph international trade equilibria. Realistic examples.

ASSESSMENT:
Endterm exam (70%), homeworks (30%)
0-59% fail, 60-69% pass, 70-79% satisfactory, 80-89% good, 90-100% excellent

Compulsory readings:
Recommended readings:

**Syllabus**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 1.   | Orientation  
LO: Students meet the course syllabus and requirements |
| 2.   | Introduction to trade policy, scope and history, modelling approaches, the gravity model  
LO: Students are settled in the modelling framework of international economics |
| 3.   | Evolution of the world economy and the world trading system  
LO: Students learn the milestones of world economic development from the early centuries |
| 4.   | Regional trade agreements  
LO: Students learn the most important facts about the main regional trade agreements in the world |
| 5.   | Instruments of trade policy  
LO: Student meet how to model the welfare effects of trade policy measures |
<p>| | |</p>
<table>
<thead>
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</table>
| 6. | The political economy of trade policy  
LO: Students learn the main motivations why countries impede free international trade |
| 7. | Patterns of trade policy in developing countries  
LO: Student hear about import substitution industrialization and export promotion policies |
| 8. | Patterns of trade policy in developed countries  
LO: Students learn about strategic trade policies in case of imperfect competition |
| 9. | Globalization, wage and the environment  
LO: Students meet the huge impact of trade policies on environmental pollution |
| 10. | Spatial and temporal analysis of international capital and labor mobility  
LO: Students learn what kind of effects foreign capital and labor have on recipient countries |
| 11. | Endterm exam  
LO: Students show how they could pick up the essence of the course |
| 12. | Developing countries: growth, crisis and reform I.  
LO: Students learn the basic facts of income, welfare and economic growth of developing countries |
| 13. | Developing countries: growth, crisis and reform II.  
LO: Student hear some examples for economic crisis and successful economic recovery from Latin-America and East-Asia |
| 14. | Summary, assessment  
LO: Evaluation and conclusion of the course |

*LO learning outcomes

**Internal Market of the EU GT_MNGNE606-17**

Institute: World Economy and International Relations  
Classes per week: 2+2  
Course credit value: 5
COURSE DESCRIPTIONS

INSTRUCTOR:
TÓTH, Eszter senior lecturer
toth.eszter@econ.unideb.hu, Bld. D 2nd floor V1

COURSE GOALS:
The aim of the course is to introduce and present the different internal markets of the European Union to the students. The main focus is put on the structure and the operation of the markets. The course will highlight the theoretical and practical side of the system, too.

COURSE CONTENT, TOPICS:
Introduction of the syllabus and the requirements of the course; General introduction of the Internal Market of the EU; History of the Internal Market 1.; History of the Internal Market 2.; Single Market Act 1-2; Free movement of Goods; Free movement of Goods 2.; Free movement of Services; Free movement of People; Free movement of Capital; Digital Agenda;

LEARNING METHODS:
The course has both lecture and seminar part. The students are expected to take part in the seminars and the lecture participation is also highly recommended. According to the students’ performance in the study period they can obtain an offered grade. Occasionally external speakers are invited to make the course more colourful.

ASSESSMENT:
Max. 3 absences in the semester from seminars
Presentation on specific EU member states according to fixed guidelines (40%)
End-term at the end of the semester (60%),
Final evaluation: 0–55% failed (1), 56–65% acceptable (2), 66–75% medium (3), 76–85% good (4), 86–100% excellent (5)
or final exam for 100% in the exam period.

COMPULSORY READINGS/ RECOMMENDED READINGS:
Zoltán Horváth: Handbook on the European Union – Ch 6, Ch 9, Ch 10.
Jacques Pelkmans: European Integration – Methods and Economic Analysis – Part 2 (Ch 5-Ch10), Part3 Ch 11, Ch 12.
Internal Market - Brochures of the European Commission
Any other hand-outs or study materials given during the classes.
## Syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1.</td>
<td>Introduction of the syllabus and the requirements of the course</td>
</tr>
<tr>
<td>2.</td>
<td>General introduction of the Internal Market of the EU</td>
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<tr>
<td>5.</td>
<td>Single Market Act 1-2</td>
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<tr>
<td>6.</td>
<td>Free movement of Goods</td>
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<tr>
<td>8.</td>
<td>External speaker from the EUROPE Direct Office</td>
</tr>
<tr>
<td>9.</td>
<td>Free movement of Services</td>
</tr>
<tr>
<td>10.</td>
<td>Free movement of Services 2</td>
</tr>
<tr>
<td>11.</td>
<td>Free movement of People</td>
</tr>
<tr>
<td>12.</td>
<td>Free movement of Capital</td>
</tr>
<tr>
<td>13.</td>
<td>Digital Agenda</td>
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<tr>
<td>14.</td>
<td>End-term</td>
</tr>
</tbody>
</table>

LO learning outcomes: the students are expected to run individual researches on a specific EU country and present it to the study group. At the end of the semester a written end-term paper serves the control function.

### Corporation Law in the European Union  GT_MNGNE600

Institute: World Economy and International Relations  
Classes per week: 2+2  
Course credit value: 5

INSTRUCTOR:  
HELMECZI, András PhD, assistant professor  
helmeczi.andras@econ.unideb.hu, TVK 139
COURSE DESCRIPTIONS

COURSE GOALS:
The aim of the course is to get the students acquainted with the European Company Law and to study the foundation and operation of different business associations established by the law of Hungary and by the law of the European Union. Special emphasis is given to the establishment and operation of supranational companies established by the EC Regulations. In the seminar the students will also gain practical knowledge by filling the standard contract forms of companies and analyzing not only the Hungarian but the EU case law.

COURSE CONTENT, TOPICS:

LEARNING METHODS:
Lectures, consultations on request, seminars on analyzing case law

ASSESSMENT:
Exam is in written form. Evaluation system is based on the five-grade scale. The grade is satisfactory if student fulfills more than 50% of the requirements

COMPULSORY READINGS:
Relevant articles, regulations and ppt slides will be available in the Moodle system after the lectures but at least three weeks prior to test date.

RECOMMENDED READINGS:
### Syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 1.   | Introduction, law, legal system, the source of law of the European Union.  
      | LO: Students are familiar with the basic architecture of legal systems and the EU legal system, the types of sources of law, the process of creating EU bodies and the procedure of the Court of Justice of the European Union. |
| 2.   | The ‘quadripartite company freedom’ of establishment of a corporation.  
      | LO: Students are familiar with the principle of freedom of establishment for companies, the regulatory mechanism of EC Regulations and Directives. |
      | LO: Students know the XXI. Century corporate law trends, such as strengthening credit protection, facilitating company formation, transparent governance, compliance with corporate governance requirements, publicity for the remuneration of senior executives, and enhancing shareholder information. |
| 4.   | Principles and specifications of substantive and procedural company law. Directives related to the establishment of companies (Directives 1 and 2). The process of registration of companies, the pre-company period.  
      | LO: Students are familiar with the types of company forms in Hungary, the Hungarian and EU requirements of founding. |
# COURSE DESCRIPTIONS

<table>
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<tr>
<th>COURSE</th>
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</table>
| 5. Organizational structure of the companies: the types of mandatory and optional organs, their powers and their operating rules. The role of the supreme body, the supervisory board, the auditor and the audit committee.  
LO: Student are familiar with role of the supreme body of the companies and the functions and powers of the control bodies. |
LO: Students have detailed knowledge of the tasks, rights and obligations of the managers, know the conditions of the liability of managers towards the company and their creditors. |
LO: Students know the most important aspects of the two forms of partnerships, can distinguish it from other forms of entrepreneurship. |
| 8. The Limited Liability Company: conditions of the founding of the company, the conceptual characteristics of share capital. The scope, responsibilities and status of members. (Capital Protection Act No. 2 and the one man company Directive No. 12)  
LO: Students know the benefits of the LLC and the foundation and operational rules of LLC. |
LO: Student are familiar with the advantages and disadvantages of the foundation of Limited Company, know the securities. |
| 10. | Supranational forms of companies: European Economic Interest Grouping. Co-operative character. The scope and responsibilities of founders, the rules of operation of the EEIG. LO: Student are familiar with the characteristics of EEIG that can be created by EC law and can separate it from the subjects of profit-oriented enterprises. |
| 11. | Supranational forms of companies: European Company (SE): The role, activities and foundations of the multinational group. Provision of employee participation rights through the operation of the special negotiating body. Organizational Structure and Termination of SE. LO Student are familiar with the foundation and function of SE. |
| 12. | Supranational forms of companies: European Cooperative Society (SCE). The purpose, foundation and operation of the European Co-operative, similarities and differences in relation to the operation of the Hungarian cooperative. LO: Students are familiar with the main rules and characteristics of Hungarian and EU co-operative law. |
| 13. | The termination of companies by legal succession and without legal succession. The transformation, the merger and the division. The final settlement procedure. LO: Student know the cases of transformation, the forms of merger and division. |
| 14. | Insolvency proceedings: The purpose and the stages of bankruptcy proceedings: the legal nature of the moratorium. Separation of winding-up proceedings and liquidation, rules for meeting creditors' needs. LO: Student have knowledge of the purpose and the main rules of the two insolvency proceedings, know the boundary criteria and the main legal institutions. |
Institute: Management and Organisation Sciences
Classes per week: 0+2  
Course credit value: 3

INSTRUCTOR:
KUN, András István PhD, associate professor
kun.andras.istvan@econ.unideb.hu, Fényház 102.

COURSE GOALS:
The aim of the course is to give students insight to the whole research process in economics and management. According to the time constraints, it could be only an introduction, but it found an appropriate basis for further development. The approach of this course is learning-by-doing, thus students have to perform an own group research during the semester, with the help of the instructor.

By the end of the course, students should be able to:
Formulate good research questions and design appropriate research.
How to collect data for different types of research problems.
Analyze data
Write and present the results
Critically evaluate research.

COURSE CONTENT, TOPICS:
Scientific and management research. Formulating the research topic.
Reviewing the literature. Research philosophy and approaches to theory development. The research design. Research ethics. Sampling. Using secondary data. Collecting primary data: observation and experiment, interviewing and focus groups, questionnaires, Analysing quantitative data, analysing qualitative data, writing and presenting research outcomes.

LEARNING METHODS:
Interactive seminars to discuss topics and individual or team home assignments (students’s own research project).

ASSESSMENT:
Home assignment 40%. Mid-term examinations 60%.

COMPULSORY READINGS:
RECOMMENDED READINGS:

**Syllabus**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 1.   | Scientific and management research.  
      | LO*: Students gain knowledge about the concept of scientific and management research |
| 2.   | Formulating the research topic.  
      | LO: Students gain knowledge about formulating the research topic. |
| 3.   | Reviewing the literature.  
      | LO: Students gain knowledge about reviewing the literature. |
| 4.   | Research philosophy and approaches to theory development  
      | LO: Students gain knowledge about research philosophy and approaches to theory development |
| 5.   | The research design  
      | LO: Students gain knowledge about research design |
| 6.   | Research ethics  
      | LO: Students gain knowledge about research ethics |
| 7.   | Sampling  
      | LO: Students gain knowledge about designing samples for research |
| 8.   | Using secondary data.  
      | LO: Students gain knowledge about the use of secondary data |
9. Collecting primary data: observation and experiment
   LO: Students gain knowledge about observation and experiment

10. Collecting primary data: interviewing and focus groups
    LO: Students gain knowledge about interviewing and focus groups

11. Collecting primary data: questionnaires
    LO: Students gain knowledge about questionnaires

12. Analysing quantitative data
    LO: Students gain knowledge about quantitative data analysis

13. Analysing qualitative data
    LO: Students gain knowledge about qualitative data analysis

14. Writing and presenting research outcomes
    LO: Students gain knowledge about writing out and presenting research outcomes

*LO learning outcomes

International Management GT_MNGNE012-17

Institute: World Economy and International Relations
Classes per week: 2+2
Course credit value: 5

INSTRUCTOR:
ERDEY, László PhD, associate professor
erdey.laszlo@econ.unideb.hu, TVK 136.

COURSE GOALS:
International Management explores the manager's role within the dynamic
global environment of business management by exploring the political, legal,
technological, competitive, and cultural factors that shape corporations
worldwide.

COURSE CONTENT, TOPICS:
Assessing the Environment: Political, Economic, Legal, Technological.
Managing Interdependence: Social Responsibility, Ethics, Sustainability.
Understanding the Role of Culture. Communicating Across Cultures. Cross-
Implementing Strategy: Small Businesses, Global Alliances, Emerging

LEARNING METHODS:
The course is highly interactive between the class and the instructors. Through case studies/presentations and problems, students will have the opportunity to use the concepts and ideas presented in class. Problem-solving sessions occur in both individual (primarily) and team (occasionally) settings.

ASSESSMENT:
The calculation of the final grade is as follows:
End term test 40%
Case analysis/detailed oral presentation 50%
Class Participation 20%
The final result will be evaluated according to the following schedule:

- 0-60%— 1
- 61-70%— 2
- 71-80%— 3
- 81-90%— 4
- 91-110%— 5

COMPULSORY READINGS:
The instructor may provide a few additional readings during the semester.

RECOMMENDED READINGS:
Continuously refreshing additional content is provided in Facebook Group DEKTKNG
The instructor may provide a few additional readings during the semester.
### Syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
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</table>
| 1.   | Assessing the Environment: Political, Economic, Legal, Technological  
LO: Understand the global business environment and how it affects the strategic and operational decisions which managers must make  
To develop an appreciation for the ways in which political and economic factors and changes influence the opportunities that companies face  
To develop an appreciation of the legal environment for international business  
To review the technological environment around the world and how it affects the international manager’s decisions and operations |
| 2.   | Managing Interdependence Social Responsibility and Ethics  
LO: To understand the social responsibility of corporations toward their various constituencies around the world, in particular their responsibilities toward human rights  
To acknowledge the strategic role that ethics must play in global management and provide guidance to managers to maintain ethical behavior amid the varying standards and practices around the world  
To recognize the importance of managing interdependence and include sustainability in their long-term plans |
<table>
<thead>
<tr>
<th></th>
<th>Understanding the Role of Culture</th>
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<tbody>
<tr>
<td>3.</td>
<td>LO: To understand how culture affects all aspects of international management</td>
</tr>
<tr>
<td></td>
<td>To be able to distinguish the major value dimensions which define cultural differences among societies or groups</td>
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<td>To understand the interaction between culture and the use of the Internet</td>
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<td>To be able to develop a working cultural profile typical of many people within a certain society as an aid to anticipating attitudes toward work, negotiations, and so on</td>
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<td>To gain some insight into different management styles around the world</td>
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<td>Communicating Across Cultures</td>
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<td>4.</td>
<td>LO: To recognize the cultural variables in the communication process and what factors can cause noise in that process</td>
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<td></td>
<td>To appreciate the cultural variables that affect communication for both the sender and the listener</td>
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<td>To be aware of the impact of IT on cross-border communications</td>
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<td></td>
<td>To learn how to manage cross-cultural business communications successfully</td>
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<td></td>
<td>Cross-Cultural Negotiation and Decision Making</td>
</tr>
<tr>
<td>5.</td>
<td>LO: To become familiar with the role of negotiation in implementing a firm’s strategy, and the various stakeholders who must be considered</td>
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<td></td>
<td>To learn the stages of the negotiation process and how to prepare for cross-cultural business negotiations</td>
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<td></td>
<td>To gain insight into the various types of negotiating styles around the world</td>
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<td>To recognize that managing negotiation requires learning about the culturally based behavioral differences, values, and agendas of the negotiating parties and how to build trust for successful negotiations</td>
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<td>To learn the complexities of negotiating with the Chinese</td>
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<td></td>
<td>To appreciate the variables in the decision-making process and understand the influence of culture on decision making</td>
</tr>
</tbody>
</table>
### COURSE DESCRIPTIONS

| 6. | Formulating Strategy  
LO: To understand the reasons companies engage in international business  
To learn the steps in global strategic planning, including assessing entry strategies for different markets  
To become familiar with strategic planning for emerging markets |
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<tbody>
<tr>
<td>7.</td>
<td>Midterm</td>
</tr>
</tbody>
</table>
| 8. | Implementing Strategy: Strategic Alliances; Small Businesses; Emerging Economy Firms  
LO: To become familiar with the types of strategic alliances for international business, the challenges in implementing them, and guidelines for success in alliances  
To understand what is involved in implementing strategies, including those for small businesses and those involved in emerging economies  
To consider how to manage the firm’s performance in international joint ventures, with attention to knowledge management, government and cultural influence, role of e-commerce  
To become familiar with the types of strategic alliances for international business, the challenges in implementing them, and guidelines for success in alliances |
| 9. | Organization Structure and Control Systems  
LO: To understand the importance of appropriate organizational structures to effective strategy implementation  
To become familiar with the types of organizational designs suitable for the level and scope of internationalization of the firm  
To understand the role of technology in the evolution of the networked structure and to appreciate the role of teams in achieving business goals  
To realize how organizational design affects manager’s job, for example, on the level and location of decision making  
To emphasize the role of control and monitoring systems suitable for specific situations in the firm’s international operations |
<table>
<thead>
<tr>
<th></th>
<th>Staffing, Training, and Compensation for Global Operations</th>
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<tbody>
<tr>
<td>10.</td>
<td>LO: To understand the strategic importance to the firm of the IHRM function and its various responsibilities</td>
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<td></td>
<td>To learn about the major staffing options for global operations and the factors involved in those choices</td>
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<td>To emphasize the need for managing the performance of expatriates through careful selection, training, and compensation</td>
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<td>To discuss the role of host country managers and the need for their training and appropriate compensation packages</td>
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<tr>
<th></th>
<th>Developing a Global Management Cadre</th>
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<tr>
<td>11.</td>
<td>LO: To appreciate the importance of international assignments in developing top managers with global experience and perspectives</td>
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<td></td>
<td>To recognize the need to design programs for the careful preparation, adaptation, and repatriation of the expatriate and any accompanying family, as well as programs for career management and retention, thereby also transferring knowledge to and from host operations</td>
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<td></td>
<td>To become familiar with the use of global management teams to coordinate host country and cross-border business</td>
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<td></td>
<td>To recognize the varying roles of women around the world in international management</td>
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<td></td>
<td>To understand the variations in host-country labor relations systems and the impact on the manager’s job and effectiveness</td>
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<tr>
<th></th>
<th>Motivating and Leading</th>
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<tr>
<td>12.</td>
<td>LO: To understand the complexity and the variables involved in cross-cultural motivation and leadership</td>
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<td>To learn to use the research on cultural dimensions as tools to understand how to motivate people in different cultural contexts</td>
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<tr>
<td></td>
<td>To become familiar with the global leader’s role and environment and what makes a successful global leader</td>
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<td></td>
<td>To discuss the research on leadership and how leadership styles and practices vary around the world</td>
</tr>
<tr>
<td></td>
<td>To understand the variables that necessitate contingency leadership: culture, context, people, and situations</td>
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</tbody>
</table>
International Accounting and Information Systems  
GT_MNGNE107-17

Institute: Accounting and Finance  
Classes per week: 1+1  
Course credit value: 3

INSTRUCTOR:  
DÉKÁN TAMÁSNÉ ORBÁN, Ildikó PhD, associate professor  
orban.ildiko@econ.unideb.hu, Magház 118.

COURSE GOALS:  
International financial accounting is a rapidly expanding field and its importance has grown with the globalization. The main purpose of this course is to give an understanding of the impact of accounting in an international environment. The course will provide the students with an international perspective on accounting including both theory, practice, and its applications under International Accounting Standards/International Financial Reporting Standards (IAS/IFRS). Primary areas of study include definition and principles of accounting and double entry bookkeeping, recognition and measurement of assets and liabilities, impact of economic transactions on balance sheet items, the definition and recognition of income, the application of debit and credit, valuation, accounting policies, regulation, accounts, special journals, the accounting cycle, and the process of preparation of financial statements.

COURSE CONTENT, TOPICS:  

ASSESSMENT:  
Written exam (theoretical and empirical parts)
COMPULSORY READINGS:
David Alexander and Christopher Nobes: Financial Accounting: An International Introduction, Prentice Hall, 2013, 5th Edition, chapter 1, 2, 3, 4 (pp. 1-63.), 6, 7, 8 (pp. 97-178.), Appendix A (pp. 397-441.)
Conceptual Framework for Financial Reporting 2010 (the IFRS Framework)
approved by the IASB (the Framework is available at http://www.ifrs.org/News/Press-Releases/Documents/ConceptualFW2010vb.pdf)
Study materials provided by the lecturer
RECOMMENDED READINGS:
Clyde P. Stickney, Roman L. Weil, Katherine Schipper, and Jennifer Francis: Financial Accounting: An Introduction to Concepts, Methods and Uses, South-Western Cengage Learning, 2010

Syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
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</table>
2. **The double-entry bookkeeping system** Basic financial statements, the balance sheet, income statement, cash flow statement  
   LO: Knowing the double-entry bookkeeping system, and the basic financial statements, the balance sheet, income statement, cash flow statement

3. **Frameworks, Introduction to International Accounting Standards/International Financial Reporting Standards**, the IASB’s concepts, the regulation of accounting  
   LO: Knowing the Frameworks, and significance of the IFRS system, the IASB’s concepts, the international regulation of accounting.

4. The contents of financial statements, statement of financial position, Total comprehensive income (TCI), profit or loss statement (P/L) and other comprehensive income (OCI). (IAS 1)  
   LO: Knowing The contents of financial statements (SFP, P/L, OCI)

5. **Events after the reporting period (IAS 10)**. An IFRS financial report.  
   LO: Knowing the events after the reporting period. Knowing and interpretation of an IFRS report.

6. **Statement of changes in equity (SOCIE)**, notes to the financial statements, EPS, other general disclosure requirements (IAS 1, IAS 33, IFRS 5, IFRS 8)  
   LO: Knowing The contents of financial statements (SOCIE, Notes), EPS and other related standards.

7. **Measurement of the elements of financial statements. Intangible fixed assets (IAS 38)**.  
   LO: Knowing the rules for measurement of Intangible fixed assets (IAS 38).

8. **Measurement of the elements of financial statements. Property, plant and equipment (IAS 16)**  
   LO: Knowing the rules for measurement of property, plant and equipment (IAS 16).

9. **Measurement of the elements of financial statements** Depreciation, impairment, leased assets, and investment properties (IAS 36, IAS 40)  
   LO: Knowing the rules for impairment (IAS 36), and the rules for measurement of investment properties (IAS 40).
<table>
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<tr>
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<th>Measurement of the elements of financial statements</th>
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<tr>
<td></td>
<td>Inventories, counting inventory Valuation of inventory, cost methods, using output values (IAS 2)</td>
</tr>
<tr>
<td>LO:</td>
<td>Knowing the rules for measurement of inventories (IAS 2).</td>
</tr>
<tr>
<td></td>
<td>Revenues from customers and others (IAS 18, IFRS 15)</td>
</tr>
<tr>
<td>LO:</td>
<td>Knowing the rules for measurement of Revenues (IAS 18, IFRS 15).</td>
</tr>
<tr>
<td></td>
<td>Financial assets, cash and receivables, investments</td>
</tr>
<tr>
<td>LO:</td>
<td>Knowing the rules for measurement of financial assets, cash and receivables, investments.</td>
</tr>
<tr>
<td></td>
<td>Liabilities, equity, reserves and provisions (IAS 37)</td>
</tr>
<tr>
<td>LO:</td>
<td>Knowing the rules for measurement of liabilities, provisions (IAS 37).</td>
</tr>
<tr>
<td></td>
<td>Accounting and taxation, international differences Tax rates, tax expenses and deferred tax (IAS 12)</td>
</tr>
<tr>
<td>LO:</td>
<td>Knowing the rules for measurement of deferred tax (IAS 12).</td>
</tr>
</tbody>
</table>

*LO learning outcomes*

**Advanced Readings in World Economy II. GT_MNGNE026-17**

Institute: Business Communication and Professional Language Studies  
Classes per week: 0+2  
Course credit value: 0

**INSTRUCTOR:**  
DR. LACZKÓNÉ RÁCZ, Edit PhD, language teacher  
laczkone.racz.edit@econ.unideb.hu, Bld. A 215A.
COURSE DESCRIPTIONS

COURSE CONTENT, TOPICS:
The aim of the course is to provide students with advanced-level professional materials on the issues of international economics and business in order that they can improve their skills in reading, speaking and presenting. Students are invited to take part in class discussions on global business issues selected from professional magazines and official publications by trade organizations. They are requested to give two presentations (a five-minute and a fifteen minute one) on one of the European Commission’s economic and financial papers.

LEARNING METHODS:
Intensive reading tasks, reflection on the texts, pair work, group work, presentations.

ASSESSMENT:
Students will receive a mark at the end of the term if they have successfully completed all of the following requirements:
participated in class discussions based on home assignments
made two class presentations about on one of the European Commission’s economic and financial papers.
Assessment will be based on the total percentage score received during the term. The minimum pass score is 60%.

COMPULSORY READINGS:
Handouts distributed by the instructor

RECOMMENDED READINGS:
## Syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction, organization of the course. What makes a good presentation – features of a well-presented talk. LO: Students learn what to expect of the course; what their own responsibilities are; and also what the requirements of a well-presented talk are.</td>
</tr>
<tr>
<td>2.</td>
<td>EU basics: short history, institutions, topical issues. LO: Students revise what they have learnt about the EU so far.</td>
</tr>
<tr>
<td>3.</td>
<td>Working in virtual teams. Presentations on economic and financial papers of the EU. LO: Students get an insight into working in virtual teams. They are able to talk about the advantages and disadvantages of such teams.</td>
</tr>
<tr>
<td>4.</td>
<td>Working in international project groups. Presentations on economic and financial papers of the EU. LO: Students learn about the culture of multinational project groups.</td>
</tr>
<tr>
<td>5.</td>
<td>Giving new recruits an international outlook. Presentations on economic and financial papers of the EU. LO: Students get to know the advantages and drawbacks of sending employees to international assignments from the point of view of the employer.</td>
</tr>
<tr>
<td>6.</td>
<td>Hiring university graduates from China. Presentations on economic and financial papers of the EU. LO: Students get an insight into the problems of hiring university students from one of the world’s biggest markets.</td>
</tr>
<tr>
<td>7.</td>
<td>Mid-course evaluation. LO: Students reflect on the materials discussed during the first part of the course.</td>
</tr>
<tr>
<td>8.</td>
<td>Cybercrime – a worldwide threat. Presentations on economic and financial papers of the EU. LO: Students are able to discuss a global threat, cyber crime.</td>
</tr>
<tr>
<td></td>
<td>COURSE DESCRIPTIONS</td>
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<tr>
<td>9.</td>
<td>Protecting intellectual property in business. Presentations on economic and financial papers of the EU. LO: Students are able to talk about the importance of protecting intellectual property in international contexts, about the threats and risks, and about the damage caused.</td>
</tr>
<tr>
<td>10.</td>
<td>The costs of pollution. Presentations on economic and financial papers of the EU. LO: Through examples students learn that pollution is a worldwide threat, neither prevention nor managing damages can be confined to one country.</td>
</tr>
<tr>
<td>11.</td>
<td>Insider dealing and other unethical business practices. Presentations on economic and financial papers of the EU. LO: Students become aware of unethical and illegal business practices. They condemn them. They are aware of the fact that some of these practices might differ from country to country.</td>
</tr>
<tr>
<td>12.</td>
<td>Fair trade. Presentations on economic and financial papers of the EU. LO: Students get to know fair trade and are able to assess it from the point of view of international business.</td>
</tr>
<tr>
<td>13.</td>
<td>Hungary and the European Union. The successes and failures since our accession. Presentations on economic and financial papers of the EU. LO: Students take part in the discussion. They draw on their previous studies and give examples of the changes in the Hungarian economy since the country joined the EU.</td>
</tr>
<tr>
<td>14.</td>
<td>Course evaluation, final assessment. LO: Students get a chance to evaluate the course. Instructor assesses students’ work and gives final grades.</td>
</tr>
</tbody>
</table>

*LO learning outcomes

**Regional Differences of Business Practices**  
GT_MNGNE101-17

Institute: World Economy and International Relations  
Classes per week: 0+2  
Course credit value: 3
INSTRUCTOR:
SZENTESINÉ SIGÉR, Fruzsina PhD assistant professor
siger.fruzsina@econ.unideb.hu, Bld. D 2nd floor V1

COURSE GOALS:
The aim of the course is to introduce the students to the business practices in the world major regions. Special emphasis is put on past and present development tendencies of the regions, trade policies, and business-related macroeconomic environment. The course includes research and analysis tasks for students.

COURSE CONTENT, TOPICS:
The European Union as economic and trade power, The United States of America, the NAFTA, Japan, the Southeast-Asian region and the Pacific basin, The role of China is the world economy, India, Latin America, Africa and the Middle East, Russia and the Post-Soviet states, non-EU Europe

LEARNING METHODS:
Led by the instructor, students are actively involved. The course includes research and analysis assignments, but also presentation tasks for students.

ASSESSMENT:
Research and active seminar participation counts 50% of the final grade.
Written end-term test also counts 50%.
Final evaluation: 0-57% failed (1), 58-68% passed (2), 69-78% average (3), 79-89% good (4), 90-100% excellent (5)
Retake tests are written too.

COMPULSORY READINGS:

RECOMMENDED READINGS:


1. IMF: Global Financial Stability Report

2. IMF: World Economic Outlook

3. OECD: OECD Economic Outlook

4. UNDP: Human Development Report

5. UNCTAD: Development and Globalization: Facts and Figures

6. UNCTAD: Least Developed Countries Report

7. UNCTAD: Trade and Development Report

8. UNCTAD: World Investment Report

9. World Bank: Global Development Finance

10. World Bank: World Development Report

11. WTO: Annual Report

12. WTO: International Trade Statistics

13. WTO: World Trade Report
## Syllabus

<table>
<thead>
<tr>
<th>Week</th>
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</tr>
</thead>
</table>
| 1.   | Research methods: Past and present development tendencies of the regions, trade policies, and business-related macroeconomic environment.  
LO: Understanding how to build a research regarding past and present development tendencies of the regions, trade policies, and business-related macroeconomic environment. |
| 2.   | The European Union as economic and trade power  
LO: Understanding the role of the EU as economic and trade power and its doing business practices. |
| 3.   | The United States of America  
LO: Understanding the role of the USA as economic and trade power and its doing business practices. |
| 4.   | The NAFTA  
LO: Understanding the role of the North American Free Trade Agreement and its doing business practices. |
| 5.   | Japan  
LO: Understanding the role of Japan as economic and trade power and its doing business practices. |
| 6.   | The Southeast-Asian region  
LO: Understanding the trade and economic situation of the Southeast-Asian region and its doing business practices. |
| 7.   | The Pacific basin  
LO: Understanding the trade and economic situation of the Pacific basin and its doing business practices. |
| 8.   | The role of China is the world economy  
LO: Understanding the role of China in the world economy and its doing business practices. |
| 9.   | India  
LO: Understanding the role of India in the world economy and its doing business practices. |
### COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th></th>
<th>Latin America</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO:</strong></td>
<td>Understanding the role of Latin America in the world economy and its doing business practices.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Africa</th>
</tr>
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<tbody>
<tr>
<td><strong>LO:</strong></td>
<td>Understanding the role of Africa in the world economy and its doing business practices.</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>The Middle East</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO:</strong></td>
<td>Understanding the role of the Middle East in the world economy and its doing business practices.</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Russia and the Post-Soviet states</th>
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<tbody>
<tr>
<td><strong>LO:</strong></td>
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<th>Non-EU Europe</th>
</tr>
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<tbody>
<tr>
<td><strong>LO:</strong></td>
<td>Understanding the role of non-EU European states in the world economy and its doing business practices.</td>
</tr>
</tbody>
</table>

*LO learning outcomes

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**Theory and Practices of Regional Development**  
**GT_MNGNE602-17**

Institute: World Economy and International Relations  
Classes per week: 2+2  
Course credit value: 5

**INSTRUCTOR:**  
TÓTH, Eszter senior lecturer  
toth.eszter@econ.unideb.hu, Bld. D 2nd floor V1

**COURSE GOALS:**  
The aim of the course is to present the history, aims and goals of Regional Development to the students. The course will cover the evolution of Cohesion and Structural Funds, the system of different target areas as well the budget of the different programming period till 2020.  
The student will be familiar with the tools and institutions of the Hungarian Regional Development before 2004 (beginning of the EU membership) and after the accession to the Union. In the second half of the semester the main actors of the Hungarian Regional policy, the latest EU grant opportunities and
the practical side of the Regional Development will be introduced in more
details to the students.

COURSE CONTENT, TOPICS:
Introduction to the course, Course schedule, compulsory readings, study;
Introduction to the Regional Development; Introduction to Economic
Growth, Development theories; Students’ presentations
Regional differencies in the long-run; Convergence and divergence in the
long-run; New economic geography theories, The reason for Regional
Development; The History of the European Regional Policy Students’
presentations; Main pillars, goals and budget of the RD Policy; The financial-
programming periods of the Regional Development from 1998 to 2013,
Students’ presentations; Role of Regional support (grants) in the
Development; Political, economic theories behind the Regional
Development; Students’ presentations; Current programming period (EU
2020 Strategy) in the EU; Comparison with the previous period; The
Hungarian institutional structure of Regional Development; Regional
Development as Public policy; Application system of EU grants in HU; The
control, evaluation, monitoring of the EU supported projects; Programming-
planning in HU, Time-line and documents of the programming, Students’
presentations; European Territorial Programmes, Students’ presentations

LEARNING METHODS:
The course has both lecture and seminar part. The students are expected to
take part in the seminars and the lecture participation is also highly
recommended. According to the students’ performance in the study period
they can obtain an offered grade. Occasionally external speakers are invited
to make the course more colorful.

ASSESSMENT:
It is compulsory for the students to listen to the seminars of the course, while
it is highly recommended to participate in the lectures. The students can miss
the seminars max. 3 times in the semester.
The students’ activity, the home works presented in the class (30%) and the
result of the Test paper (70%) will be included in the grade offered to the
student at the end of the semester.
The students can voluntarily undertake short presentations for extra points.
In this case the subject, article of the presentation should be discussed with
the lecturer.
At the end of the seminar a grade will be offered to the student according to
his/her activity and home works presented in the classes (40%), and the result
of the Test paper (60%).
If the student is not satisfied with the grade offered to him/her, he/she has the opportunity to take a written exam in the exam period (for 100%).
The final test exam will be qualified as: 0-50 % unsatisfying, 51-65 % sufficient, 66-75 % average, 76-85 % good, 86-100% excellent.

**COMPULSORY READINGS/ RECOMMENDED READINGS:**
Slides of the lectures and the following reading are compulsory for the students:


—Balchín, Paul N. Regional policy and planning in Europe / [1999]

—Ehrlich Éva (közgazdász) Transformation and Hungarian regional development: facts, trends, dilemmas and objectives / 2003


Evans, Andrew The EU structural funds / 1999


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**International Agreements, Organizations and their Economic Effects**
**GT_MNGNE603-17**

Institute: World Economy and International Relations
Classes per week: 2+2 Course credit value: 5

**INSTRUCTOR:**
NAGY, Sándor senior lecturer
nagy.sandor@econ.unideb.hu, Bld. D 2nd floor V8
COURSE GOALS:
The course aim is to provide insight into international agreements and organizations. It places special emphasis on international and regional agreements, which play a very important role in global economy. In this globalized world it is essential that students should get familiar with the most significant pacts and agreements and also the working mechanisms of the international organizations, which function as the essential the background institutions of the current global systems. The lectures intend to highlight the inner causes as well as the driving forces of the mechanisms outlined above with special focus on their decision-making process.

COURSE CONTENT, TOPICS:
International agreements which cover the economic, political, military, environmental and nuclear fields from all over the world.

LEARNING METHODS:
Students are required to attend the lessons and to take an active part in the discussions. Everybody is obliged to make a presentation on a chosen international organization. Missing a class more than three times means all the requirements of the course are regarded unfulfilled. Understanding the material is much easier when everyone is paying attention and asks questions when something appears unclear. In case someone is too shy to ask questions publicly, they can grab the opportunity to visit me in the office during the office hours all through the semester. Reading and getting familiar with the compulsory readings is easier when done week by week. Starting to prepare for the tests a short time before they are due will not result in good grades. The mid-term test in order to get the signature is during the mid-term week. The final test is at the end of the semester.

ASSESSMENT:
Midterm test (30%), final test (30%) and presentation of an international organization (40%).
Final evaluation: 0–59% failed (1), 60–69% acceptable (2), 70–79% medium (3), 80–89% good (4), 90–100% excellent (5)

COMPULSORY READINGS:
Original text of the agreements and official websites of the international organizations
Archer, Clive: International Organizations (Routledge, 2001)
COURSE DESCRIPTIONS


RECOMMENDED READINGS:
# Syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 1.   | Charter of the United Nations  
      Students learn more about the UN Charter |
| 2.   | Agreement of the International Monetary Fund  
      Students gain an insight on the IMF |
| 3.   | IBRD Articles of Agreement  
      Students learn more about the World Bank group |
| 4.   | The North Atlantic Treaty  
      Students gain insight on the most important military agreement |
| 5.   | General Agreement on Tariffs and Trade  
      Students learn more about the GATT |
| 6.   | Treaty establishing the European Economic Community, Treaty establishing the European Atomic Energy Community  
      Students gain insight on the European integration |
| 7.   | Statute of the International Atomic Energy Agency  
      Students learn more about the nuclear treaties |
| 8.   | Asean Declaration (Bangkok Declaration)  
      Students learn more about the Southeast Asian integration |
| 9.   | Lomé Convention  
      Students learn more about the African integration |
| 10.  | African Economic Community Treaty (Abuja Treaty)  
      Students learn more about the African Economic Community |
| 11.  | Treaty of Maastricht on European Union  
      Students learn more about the European Integration |
      Students learn more about the North American free trade |
| 13.  | Kyoto Protocol  
      Students learn more about the environmental issues |
| 14.  | Treaty of Lisabon  
      Students learn more about the latest European treaty |