

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

**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, Hajdúböszörmény; 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:**

Debrecen University of Agricultural Sciences: 17<sup>th</sup> December 1996, MAB/1996/10/II/1.

Debrecen Medical University: 5<sup>th</sup> July 1996, OAB/1996/6/II/6.

Wargha István College of Education, Hajdúböszörmény: 5<sup>th</sup> July 1996, OAB/1996/6/II/2.

Kossuth Lajos University of Arts and Sciences: 5<sup>th</sup> July 1996, OAB/1996/6/II/5.

University of Debrecen: 3<sup>rd</sup> 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

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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

### **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.

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# **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, Böszörményi út 138.  
Phone: +36-52-508-304  
E-mail: peto.karoly@econ.unideb.hu

Vice Dean for Educational Affairs: Dr. Veronika Fenyves  
Address: 4032 Debrecen, Böszörményi út 138.  
Phone: +36-52-526-940  
E-mail: fenyves.veronika@econ.unideb.hu

Vice Dean for Academic and International Affairs:  
Dr. József Popp  
Address: 4032 Debrecen, Böszörményi út 138.  
Phone: +36-52-508-306  
E-mail: popp.jozsef@econ.unideb.hu

Vice Dean for General and Strategic Affairs: Dr. Zoltán Szakály  
Address: 4032 Debrecen, Böszörményi út 138.  
Phone: +36-52-526-961  
E-mail: szakaly.zoltan@econ.unideb.hu

## THE ORGANIZATIONAL STRUCTURE OF THE FACULTY

### Dean's Office

Head of Dean's Office: Ms. Judit Fróna

Address: 4032 Debrecen, Böszörményi út 138.

Phone: +36-52-518-678

E-mail: frona.judit@econ.unideb.hu

### Registrar's Office

Registrar: Mrs. Zsuzsa Ombódiné Erdey

Address: 4032 Debrecen, Böszörményi út 138.

Phone: +36-52-508-446

E-mail: zsuzsa.erdey@econ.unideb.hu

English Program Officer: Ms. Tünde Majorik

Address: 4032 Debrecen, Böszörményi út 138.

Phone: +36-52-526-937

E-mail: majorik.tunde@econ.unideb.hu







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### **Department of Business Economics**

Professor, Head of Department

Prof. Dr. András Nábrádi  
(nabradi.andras@econ.unideb.hu, TVK 28.)

### **Department of Enterprise Development**

Associate Professor, Head of Department

Dr. Zsolt Csapó  
(csapo.zsolt@econ.unideb.hu, TVK 41.)

### **Department of Farm Business Management and Corporate Planning**

Associate Professor, Head of Department

Dr. István Szűcs  
(szucs.istvan@econ.unideb.hu, TVK 28.)

### **INSTITUTE OF ECONOMICS**

Böszörményi út 138. Debrecen, 4032, Phone: 52/508-444

Professor, Head of Institute

Prof. Dr. Judit Kapás  
(kapas.judit@econ.unideb.hu, TVK 141.)

Administrator

Ms. Marianna Zemán  
(zeman.mariann@econ.unideb.hu, TVK 134.)

### **Department of Micro- and Macroeconomics**

Professor, Head of Department

Prof. Dr. Judit Kapás  
(kapas.judit@econ.unideb.hu, TVK 141.)

### **Department of Public Policy Analysis**

Associate Professor, Head of Department

Dr. Pál Czeglédi  
(czegledi.pal@econ.unideb.hu, TVK 140.)

THE DEPARTMENTS OF THE FACULTY

**INSTITUTE OF MARKETING AND TRADE**

Böszörményi út 138. Debrecen, 4032, Phone: 52/508-444

Professor, Head of Institute	Prof. Dr. Zoltán Szakály (szakaly.zoltan@econ.unideb.hu, TVK 118.)
Assistant Professor	Dr. Marietta Kiss (kiss.marietta@econ.unideb.hu, TVK 116.)
Administrator	Ms. Renáta Szarvasné Kádár (szarvasne.kadar.renata@econ.unideb.hu, TVK 119.)

**INSTITUTE OF ACCOUNTING AND FINANCE**

Böszörményi út 138. Debrecen, 4032, Phone: 52/508-444

Professor, Head of Institute	Prof. Dr. Zoltán Bács (bacs.zoltan@econ.unideb.hu, Magház 112.)
Administrator	Ms. Beáta Józsa (jozsa.beata@econ.unideb.hu, Magház 111.)

**Department of Accounting**

Associate Professor, Head of Department	Dr. Ildikó Orbán Dékán Tamásné (orban.ildiko@econ.unideb.hu, Magház 118.)
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**Department of Controlling**

Associate Professor, Head of Department	Dr. Veronika Fenyves (fenyves.veronika@econ.unideb.hu, Magház 117.)
Assistant Professor	Dr. Domicián Máté (mate.domician@econ.unideb.hu, Magház 103.)

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### **Department of Finance**

Associate Professor, Head of Department                      Dr. Tibor Tarnóczy  
(tarnoczi.tibor@econ.unideb.hu, Magház 109.)  
Assistant Professor    Dr. Andrea Szabó  
(szabo.andrea@econ.unideb.hu, Magház 104.)

### **INSTITUTE OF MANAGEMENT AND ORGANISATION SCIENCES**

Böszörményi út 138. Debrecen, 4032, Phone: 52/508-444

Associate Professor, Head of Institute                      Dr. habil. Krisztina Dajnoki  
(dajnoki.krisztina@econ.unideb.hu, Fényház 10.)  
Administrator    Ms. Zsuzsanna Nagyné Győrösi  
(gyorosi.zsuzsanna@econ.unideb.hu, Fényház 9.)

### **Department of Human Resource Management**

Associate Professor, Head of Department                      Dr. habil. Krisztina Dajnoki  
(dajnoki.krisztina@econ.unideb.hu, Fényház 10.)  
Associate Professor    Dr. András István Kun  
(kun.andras.istvan@econ.unideb.hu, Fényház 102.)

### **Department of Management Sciences**

Associate Professor, Head of Department                      Dr. Mária Ujhelyi  
(ujhelyi.maria@econ.unideb.hu, Fényház 103.)

### **Department of Organisation Sciences**

Associate Professor, Head of Department                      Dr. habil. József Gályász  
(galyasz.jozsef@econ.unideb.hu, Fényház 8.)



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Administrator

Ms. Anita Márné Hajdú  
(hajdu.anita@econ.unideb.hu, TVK 135.)

### **Department of Integration**

Associate Professor, Head of Department Dr. János Mazsu  
(mazsu.janos@econ.unideb.hu, TVK 127.)

Assistant Professor Dr. Krisztina Frankó  
(franko.krisztina@econ.unideb.hu, Bld. D 2<sup>nd</sup> floor V6)

Assistant Professor Dr. Fruzsina Szentesiné Sígér  
(siger.fruzsina@econ.unideb.hu, Bld. D 2<sup>nd</sup> floor V1)

### **Department of Business Law**

Associate Professor, Head of Department Dr. Géza Károlyi  
(karolyi.geza@econ.unideb.hu, TVK 132.)

Assistant professor Dr. András Helmeczi  
(helmeczi.andras@econ.unideb.hu, TVK 139.)

### **Department of World Economy and International Business**

Associate Professor, Head of Department Dr. László Erdey  
(erdey.laszlo@econ.unideb.hu, TVK 136.)

Senior Lecturer Sándor Nagy  
(nagy.sandor@econ.unideb.hu, Bld. D 2<sup>nd</sup> floor V8)

Senior Lecturer Eszter Tóth  
(toth.eszter@econ.unideb.hu, Bld. D 2<sup>nd</sup> floor V1)

PhD student Ádám Márkus  
(markus.adam@econ.unideb.hu, Bld. D 2<sup>nd</sup> floor V8)

### **SOCIAL SCIENCES LIBRARY**

Kassai út 26. Debrecen, 4028, Phone: 36-52-416-580/77216  
email: tarstud@lib.unideb.hu, Web: <http://social.lib.unideb.hu>  
Head Librarian Ms. Enikő Pergéné Szabó  
(perge@lib.unideb.hu)

## ACADEMIC CALENDAR

### **ACADEMIC CALENDAR 2018/2019**

Academic year opening ceremony	9 September 2018
Autumn semester registration week	3-7 September 2018
Autumn semester study period	10 September–14 December 2018
Autumn semester exam period	17 December 2018–1 February 2019
Spring semester registration week	28 January - 1 February 2019
Spring semester study period	4 February – 10 May 2019
Spring semester exam period	13 May – 28 June 2019

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## **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,



## INTERNATIONAL ECONOMY AND BUSINESS MA PROGRAMME

- 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.

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## 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

Subjects	First year							
	Fall semester				Spring semester			
	L	S	E	Credits	L	S	E	Credits
Statistics and Econometrics	2	2	E	5				
Advanced Microeconomics	2	2	E	5				
International Trade Theory	2	2	E	5				
Global Corporate Strategy and Multilevel Governance	2	2	E	5				
Advanced International Marketing	2	2	E	5				
Advanced Development Economics I.	3	0	E	4				
<b>Total credits:</b>				<b>29</b>				
Advanced Macroeconomics					2	2	E	5
International Finance					2	2	E	5
International Economic Policy					3	0	E	4
The Law of International Economic Relations					3	0	E	4
World Economic History					2	1	P	4
Elective 1					2	0	E	3
Elective 2					2	0	E	3
Physical Education					0	2	S	0
<b>Total credits:</b>								<b>28</b>

Subjects	Second year							
	Fall semester				Spring semester			
	L	S	E	Credits	L	S	E	Credits
International Political Economy	2	2	E	5				
Advanced Readings in World Economy I.	0	2	P	0				
Thesis Writing 1	0	2	P	9				
<b>Specialization</b>								
Advanced Development Economics II.	1	2	E	4				
International Trade Policy and Factor Mobility	2	2	E	5				
The Internal Market of the EU	2	2	E	5				
Corporation Law in the EU	2	2	K	5				
<b>Total credits:</b>				<b>33</b>				
Research Methodology					0	2	P	3
International Management					2	2	P	5
International Accounting and Information Systems					1	1	P	3
Advanced Readings in World Economy II.					0	2	P	0
Thesis Writing 2					0	5	P	6
<b>Specialization</b>								
Regional Differences of Business Practices					0	2	E	3
Theory and Practices of regional Development					2	2	E	5
International Agreements, Organizations and their Economic Effects					2	2	E	5
<b>Total credits:</b>								<b>30</b>

## COURSE DESCRIPTIONS

### COURSE DESCRIPTIONS

#### **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 multinomial 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:**

Anderson, Sweeney, Williams, Freeman and Shoesmith: Statistics for Business and Economics, Second edition, Cengage Learning EMEA, 2010. UK, 928. p. ISBN: 1408018101

Howitt, D. – Cramer D.: Introduction to Statistics in Psychology, 6/E Pearson, Harlow. 2014. 744. p. ISBN-13: 9781292000749

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**RECOMMENDED READINGS:**

Field A.: *Discovering Statistics Using SPSS (Introducing Statistical Methods)*, 4th Edition, SAGE Publications Ltd., London, 2013. 915. p. ISBN-13: 978-9351500827

## **Syllabus**

<b>Week</b>	<b>Topics</b>
1.	The beast of bias. What is bias? Spotting bias. Reducing bias.
	LO: Introduction of the different bias forms. Using the SPSS program.
2.	Categorical data: Theory and Assumptions of analysing categorical data. Chi-square test.
	LO: Examining of categorical data. Using Chi-square test.
3.	Non-parametric models: Mann-Whitney test, Wilcoxon signed-rank test, Kruskal-Wallis test, Friedman's test.
	LO: Examples of different non-parametric models
4.	Non-linear regression
	LO: Non-linear regression
5.	Background of Logistic Regression
	LO: Background of Logistic Regression
6.	Binary logistic regression
	LO: Binary logistic regression
7.	Predicting several categories: multinomial logistic regression
	LO: Multinomial logistic regression
8.	Factorial ANOVA. Factorial designs. Factorial ANOVA is a linear model.
	LO: Factorial ANOVA. Factorial designs. Factorial ANOVA is a linear model.
9.	Two-way ANOVA. Assumptions and output of factorial ANOVA.
	LO: Two-way ANOVA. Assumptions and output of factorial ANOVA.
10.	Repeated-measure designs and ANOVA.
	LO: Repeated-measure designs and ANOVA.

## COURSE DESCRIPTIONS

11.	Exploratory factor analysis I.
	LO: Exploratory factor analysis I.
12.	Exploratory factor analysis II.
	LO: Exploratory factor analysis II.
13.	Reliability analysis.
	LO: Reliability analysis.
14.	Analysis of time series: ARIMA model.
	LO: Analysis of time series: ARIMA model.

\*LO learning outcomes

### **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:**

Varian, H. (2009). Intermediate microeconomics: a modern approach. Eighth edition. W. W. Norton & company, inc.

Bergstrom, Th. C., Varian, H. R. (2010). Workouts in Intermediate Microeconomics: for Intermediate Microeconomics: A Modern Approach, Eighth Edition. W. W. Norton & Company, Inc.

## Syllabus

Week	Topic
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

10.	General equilibrium: exchange
	LO: Edgeworth box, contract curve, Walras law
11.	General equilibrium: production
	LO: production possibilities frontier
12.	Externalities
	LO: types of externalities, Coase theorem, deadweight loss
13.	Public goods
	LO: free-riding, provision of the public goods
14.	Summary
	LO: synthesis

\*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

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#### 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:

Krugman, Paul R.—Obstfeld, Maurice—Melitz, Marc J. (2015): *International Economics – Theory and Policy*, 10th Edition, Pearson, Chapters 1-8, ISBN10: 1-292-01955-7.

Caves, R. E.—Frankel, J. A.—Jones, R. W. (2007): *World Trade and Payments, An Introduction*, 10th Edition, Pearson International Edition, Chapter 8.

Feenstra, Robert C.—Taylor, Alan M. (2011): *International Trade*, Worth Publishers, Chapter 7.

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

#### RECOMMENDED READINGS:

Caves, R. E.—Frankel, J. A.—Jones, R. W. (2007): *World Trade and Payments, An Introduction*, 10th Edition, Pearson International Edition (Chapters 1-7., 9.).

Feenstra, Robert C.—Taylor, Alan M. (2011): *International Trade*, Worth Publishers, Chapters 1-6.

Dunn, R. M. Jr.—Mutti, John H. (2004): *International Economics*, 6th Edition, Routledge, London and New York, ISBN: 0415311543.

Feenstra, Robert C. (2004): *Advanced International Trade – Theory and Evidence*, Princeton University Press, ISBN: 0691114102

## COURSE DESCRIPTIONS

Choi, E. K.—Harrigan, J (editors) (2003): Handbook of International Trade, Blackwell.

Gandolfo, Giancarlo (2013): International Trade Theory and Policy, 2nd Edition, Springer

### Syllabus

Week	Topics
1.	<p>Introduction</p> <p>LO: What is international economics about? International trade topics Gains from trade, explaining patterns of trade. International policy coordination.</p>
2.	<p>World Trade: An Overview</p> <p>LO: Largest trading partners of the United States. Gravity model: influence of an economy's size on trade</p> <p>Distance, barriers, borders and other trade impediments. Globalization: then and now. Changing composition of trade. Service outsourcing.</p>
3.	<p>Labor Productivity and Comparative Advantage: The Ricardian Model I.</p> <p>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</p>
4.	<p>Labor Productivity and Comparative Advantage: The Ricardian Model I.</p> <p>LO: Comparative Statics in the model, the Dornbusch-Fisher-Samuelson model, the Eaton-Kortum model</p>
5.	<p>Specific Factors and Income Distribution I.</p> <p>LO: Introduction. The Specific Factors Model. International Trade in the Specific Factors Model. Income Distribution and the Gains from Trade. Political Economy of Trade: A Preliminary View. International Labor Mobility</p>

6.	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. LO: Production possibilities. Changing the mix of inputs. Relationships among factor prices and goods prices, and resources and output. Trade in the Heckscher-Ohlin model. Factor price equalization. Trade and income distribution. Empirical evidence
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: Types of economies of scale. Economies of scale and market structure. The theory of external economies. External economies and international trade. Dynamic increasing returns. International trade and economic geography.
11.	Firms in the Global Economy: Export Decisions, Outsourcing, and Multinational Enterprises I. LO: Monopolistic competition and trade, The significance of intra-industry trade Firm responses to trade: winners, losers, and industry performance
12.	Firms in the Global Economy: Export Decisions, Outsourcing, and Multinational Enterprises I. LO: Dumping. Multinationals and outsourcing
13.	Intra-industry Trade LO: Theories, measurement, empirics.
14.	Summary and Assessment

\*LO learning outcomes

## COURSE DESCRIPTIONS

### **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

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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:

MORSCHETT, DIRK; SCHRAMM-KLEIN, HANNA; ZENTES, JOACHIM (2010): Strategic International Management – Text And Cases, 2nd Ed., Gabler: Wiesbaden, ISBN: 978-3-8349-2535-0

DUANE, IRELAND, R.; HOSKISSON, ROBERT E.; HITT, MICHAEL A. (2009): The Management Of Strategy: Concepts And Cases, 8th Ed. Mason, OH : South-Western Cengage Learning, ISBN: 978-0-324-58127-0

Further Mandatory Readings Will Be Provided During The Lectures.

RECOMMENDED READINGS:

GRIFFIN, RICKY; PUSTAY, MICHAEL (2013): International Business, Global Edition, 7th Ed., Harlow, Pearson, ISBN: 978-1-292-01821-8

RUGMAN, ALAN; COLLINSON, SIMON (2012): International Business, 6th Ed., Harlow, Pearson, ISBN 978-0-273-76097-9

HOLLENSSEN, SVEND (2014): Global Marketing – A Decision-Oriented Approach, 6th Ed., Harlow, Prentice Hall, ISBN 978-0-273-77316-0

## Syllabus

<b>Week</b>	<b>Topics</b>
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

## COURSE DESCRIPTIONS

5.	<p>Culture as influence factor  LO: Understand the phenomenon of national and corporate culture and its contribution to the coordination of a global company.</p>
6.	<p>Relationship between multinationality and performance management  LO: Understand the relationship between multinationality and performance.</p>
7.	<p>The Integration/Reponsiveness-framework  LO: Understand the I/R-framework, a fourfold typology of MNCs.</p>
8.	<p>Foreign operation modes  LO: Understand the different modes of foreign operation, their level of risk and investment.</p>
9.	<p>Foreign operation modes  LO: Understand the different modes of foreign operation, their level of risk and investment.</p>
10.	<p>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.</p>
11.	<p>Configuration and coordination of international activities  LO: Understand the relationship between configuration and coordination of global business activities.</p>
12.	<p>Operation modes: market, hierarchies and cooperations  LO: Understands the relationship between market, hierarchies and cooperation.</p>
13.	<p>Internationalistaion of services  LO: Understand the oportunites service companies have through globalisation. Understand the challanges service companies face in our digital world.</p>
14.	<p>Summary  LO: Broad overview over the most relevant topics in the area of global corporate strategies.</p>

\*LO learning outcomes

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## **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:

Keegan, Warren J.–Green, Mark C. (2017): Global Marketing: Global Edition. 9th Edition, Pearson, Boston, ISBN-10: 1292150866, ISBN-13: 9781292150864

### RECOMMENDED READINGS:

Albaum, Gerald–Duerr, Edwin (2011): International Marketing and Export Management. 7th Edition, Prentice Hall/Pearson, Harlow

Cateora, Philip R.–Gilly, Mary C.–Graham, John L. (2011): International Marketing. 15th Edition, McGraw-Hill, New York

## Syllabus

<b>Week</b>	<b>Topics</b>
1.	Introduction to Global Marketing 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.
2.	The Global Economic Environment 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.
3.	The Global Trade Environment 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.
4.	Social and Cultural Environments LO: Students are introduced to the definition, elements, types, and international differences of culture, the impact of marketing on culture, and the diffusion theory.

5.	<p>The Political, Legal, and Regulatory Environments of Global Marketing</p> <p>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.</p>
6.	<p>Global Information Systems and Market Research</p> <p>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.</p>
7.	<p>Segmentation, Targeting, and Positioning</p> <p>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.</p>
8.	<p>Importing, Exporting, and Sourcing</p> <p>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.</p>
9.	<p>Global Market Entry Strategies: Licensing, Investment, and Strategic Alliances</p> <p>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.</p>
10.	<p>Product and Brand Decisions</p> <p>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.</p>

## COURSE DESCRIPTIONS

11.	<p>Pricing Decisions</p> <p>LO: Students understand the law of one price, price floors &amp; ceilings, optimum prices, target costing, price escalation, environmental issues of pricing, gray market goods, dumping, price fixing, transfer pricing, and countertrade.</p>
12.	<p>Global Marketing Channels and Physical Distribution</p> <p>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.</p>
13.	<p>Global Marketing Communications Decisions</p> <p>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.</p>
14.	<p>Strategic Elements of Competitive Advantage. Leadership, Organization, and Corporate Social Responsibility</p> <p>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.</p>

\*LO learning outcomes

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## **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 2<sup>nd</sup> 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:**

Economic Development: A Global Perspective, Comparative Economic Development, Classic Theories of Economic Growth and Development, Contemporary Models of Development and Underdevelopment, Poverty, Inequality, and Development, Population Growth and Economic Development: Causes, Consequences, and Controversies, Urbanization and Rural-Urban Migration: Theory and Policy, Human Capital: Education and Health in Economic Development, Agricultural Transformation and Rural Development, The Environment and Development

### **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%

## COURSE DESCRIPTIONS

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:

Michael P. Todaro—Stephen C. Smith (2015): Economic Development, 12th Edition, Pearson, selected chapters

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

David N. Weil (2013): Economic Growth, 3rd Edition, International Edition, Pearson

James M. Cypher – James L. Dietz: The Process of Economic Development, Routledge

E. Wayne Nafziger: Economic Development, Cambridge University Press

## Syllabus

<b>Week</b>	<b>Topics</b>
1.	Introducing Economic Development: A Global Perspective LO: How the Other Half Live, Economics and Development Studies, What Do We Mean by Development? The Future of the Millennium Development Goals, Sustainable Development Goals
2.	Comparative Economic Development I. LO: Defining the Developing World, Basic Indicators of Development: Real Income, Health, and Education, Holistic Measures of Living Levels and Capabilities, Characteristics of the Developing World: Diversity within Commonality,

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

9.	Human Capital: Education and Health in Economic Development I. LO: The Central Roles of Education and Health, Investing in Education and Health: The Human Capital Approach, Child Labor
10.	Human Capital: Education and Health in Economic Development II. LO: The Gender Gap: Discrimination in Education and Health, Educational Systems and Development, Health Measurement and Disease Burden, Health, Productivity, and Policy
11.	Agricultural Transformation and Rural Development LO: The Imperative of Agricultural Progress and Rural Development, Agricultural Growth: Past Progress and Current Challenges, The Structure of Agrarian Systems in the Developing World, The Important Role of Women, Core Requirements of a Strategy of Agricultural and Rural Development
12.	The Environment and Development 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
13.	Development Policymaking and the Roles of Market, State, and Civil Society LO: A Question of Balance, Development Planning: Concepts and Rationale, The Development Planning Process: Some Basic Models, Government Failure and Preferences for Markets over Planning, The Market Economy, The Washington Consensus on the Role of the State in Development and Its Subsequent Evolution, Development Political Economy: Theories of Policy Formulation and Reform, Development Roles of NGOs and the Broader Citizen Sector, Trends in Governance and Reform
14.	Summary and Assessment

\*LO learning outcomes

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## **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)



## COURSE DESCRIPTIONS

### COMPULSORY READINGS:

Williamson, Stephen D. (2014). Macroeconomics. International Edition. Fifth Edition. Pearson.

### RECOMMENDED READINGS:

Some articles are assigned for reading during the semester.

## Syllabus

<b>Week</b>	<b>Topics</b>
1.	Introduction and measuring issues LO: How to measure GDP and real GDP, inflation, unemployment
2.	Business cycle measurement LO: Understanding the fundamental notions to describe business cycles
3.	Economic growth: the Malthusian model LO: Understanding the lack of economic growth in a resource-constrained economy without capital accumulation.
4.	Economic growth: the Harrod-Domar model LO: The main ideas of the model and the reasons for its failure as an explanation of economic growth.
5.	Economic growth: the Solow model I LO: Main assumptions and derivation of the steady state.
6.	Economic growth: the Solow model II LO: The implications of the model: conditional convergence, the golden rule of capital accumulation, and growth accounting.
7.	Closed-economy one-period macroeconomic model I LO: How to model the representative household and the representative firm.
8.	Closed-economy one-period macroeconomic model II LO: Understanding the logic of general equilibrium conditions and their meaning.
9.	Two-period model, and the Ricardian equivalence LO: Understanding the logic of saving as a two-period consumption decision, and the significance of public debt.

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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

## COURSE DESCRIPTIONS

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:

Paul R. Krugman, Maurice Obstfeld (2015) International Finance: Theory and Policy, 10th Edition, Pearson

### RECOMMENDED READINGS:

.Mishkin, F. S. (2013): The Economics of Money, Banking, and Financial Markets) 10th edition, (The Addison-Wesley series in economics)

Titman, S. – Keown, A. J. – Martin, J. D. (2013): Financial Management. Principles and Applications – 12nd edition,- Pearson

## Syllabus

<b>Week</b>	<b>Topics</b>
1.	Introduction to International Finance LO: Understanding the basics of International Finance
2.	National Income Accounting and the Balance of Payments LO: Practice National Income Accounting and the Balance of Payments

3.	Exchange Rates and the Foreign Exchange Market: An Asset Approach 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
10.	Financial Globalization: Opportunity and Crisis LO: Review Financial Globalization: Opportunity and Crisis
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

## COURSE DESCRIPTIONS

### **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 (euro zone, 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)

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Summaries and presentations can add 20 percent to the grade at the maximum.

COMPULSORY READINGS:

Benassy-Quéré, A., Coeuré, B., Jacquet, P., Pisani-Ferry, J. (2010), *Economic Policy*, Oxford University Press, Oxford.

Besley, T. (2006), *Principled Agents? The Political Economy of Good Government*. Oxford University Press, Oxford.

De Grauwe, P. (2013), *The Political Economy of the Euro*. *Annual Review of Political Science*, 16, 153-170.

Krugman, P. (2000), *Thinking About the Liquidity Trap*, *Journal of the Japanese and International Economies*, 14(4), 221–237. [link](#)

Selgin, G. (2012), *Incredible Commitments: Why the EMU Is Destroying Both Europe and Itself*. *Cato Journal*, 33(1), 143-154. [link](#)

Tullock, G., Seldon, A., Brady, G. (2005), *Government Failure. A Primer in Public Choice*. Washington: Cato Institute. [link](#)

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

White, L. H. (2012), *The Clash of Economic Ideas. The Great Policy Debates and Experiments of the Last Hundred Years*, Cambridge University Press, Cambridge.

RECOMMENDED READINGS:

Papers for presentation:

Beckworth, D. (2014): *Inflation Targeting: A Monetary Policy Regime Whose Time Has Come and Gone*. Meractus Research Paper, George Mason University, Fairfax, Virginia. [link](#)

Németh, A. O. (2014), *Political Business Cycles: Theory and Empirical Findings for the CEE region*. In: Benczes, I. (ed.), *Deficit and Debt in Transition. The Political Economy of Public Finances in Central and Eastern Europe*, Central European University Press, Budapest, pp. 35-57.

Reinhart, C. M., Rogoff, K.S. (2008), *The Forgotten History of Domestic Debt*. NBER Working Paper No. 13946. [link](#)

Selgin, G. (2015): *Law, Legislation and the Gold Standard*. *Cato Journal*, Vol. 35, No. 2:251–272. [link](#)

Sinn, H.-W. (2014), *Austerity, Growth and Inflation: Remarks on the Eurozone's Unresolved Competitiveness Problem*. *The World Economy*, 37(1), 1-13. [link](#)

## COURSE DESCRIPTIONS

### PAPERS FOR DISCUSSION (SUMMARY):

Barro, R, Redlick, Ch. (2009), Design and Effectiveness of Fiscal Stimulus Programmes, Vox column, 30 October 2009. [link](#)

Bernholz, p. (2015), Monetary Regimes and Inflation: History, Economic and Political Relationships, Second Edition, Edward Elgar, Cheltenham, UK.

Carden, A., Horwitz, S. (2013) Is Market Failure a Sufficient Condition for Government Intervention? Library of Economics and Liberty, featured article, 1 April 2013. [link](#)

Cochrane, J. (2014), Who's Afraid of a Little Deflation? The Wall Street Journal, November 17. [link](#)

White, L. H. (2009), How Did we Get into this Financial Mess? Cato Briefing Paper, No. 110, Cato Institute. [link](#)

## Syllabus

<b>Week</b>	<b>Topics</b>
1.	Different approaches to government and economic policy I LO: Understanding the difference between the traditional and the economic approach to government intervention
2.	Different approaches to government and economic policy II LO: Understanding the most important government failures
3.	Central banks and money LO: Understanding the (lack) of economic reasons for a central bank
4.	Dynamic inconsistency, price stability and monetary rules I LO: Understanding the fundamental dilemma of rule-following versus discretionary monetary policy
5.	Dynamic inconsistency, price stability and monetary rules II LO: General policy implications of the dynamic inconsistency problem
6.	Bank runs LO: Understanding the logic of self-fulfilling runs on the bank and their conditions

7.	Political business cycles LO: How to explain the effect of electoral political on the business cycle
8.	The liquidity trap LO: Understanding the Keynesian view about the limits of monetary policy in a depressed economy.
9.	Fundamentals and international aspects of fiscal policy I LO: Understanding the fundamentals of the budget
10.	Fundamentals and international aspects of fiscal policy II LO: Knowing some history of fiscal issues in Europe, US, and Japan
11.	Deficit, debt, and inflation LO: Understanding the “chicken game” between fiscal and monetary policy and the unpleasant consequences of a fiscal dominance
12.	Problems of the Euro zone I LO: Being aware of different views of the purpose of a common currency for Europe
13.	Problems of the Euro zone LO: Different views on why there is a Eurozone crisis and what to do about it
14.	Summary LO: Overview of the topics and their relations

\*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)

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**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.

United Nations Convention on Contracts for the International Sale of Goods, United Nations, New York, 2010. available at: <https://www.uncitral.org/pdf/english/texts/sales/cisg/V1056997-CISG-e-book.pdf>

**RECOMMENDED READINGS:**

SAUTER, Wolf – SCHEPEL, Harm: State and Market in European Union Law: The Public and Private Spheres of the Internal Market Before the EU Courts, Cambridge University Press, London, 2009.

TWIGG-FLESNER, Christian: The Cambridge Companion to European Union Private Law, Cambridge University Press, Cambridge, 2010.

## Syllabus

<b>Week</b>	<b>Topics</b>
1.	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.
2.	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.
3.	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.

## COURSE DESCRIPTIONS

4.	<p>International Sale of Goods. The Vienna Convention (CISG) I.: Scope and formation. 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.</p>
5.	<p>International Sale of Goods (CISG) II.: Rights and obligations of the parties, breach and remedies LO: Students can identify a breach situation and pair the available remedies to the losses and disadvantages suffered by the non-breaching party.</p>
6.	<p>Transportation I.: INCOTERMS trade terms LO: Students will be familiar with the multimodal trade terms of INCOTERMS, and they can identify the initial rules and effectiveness for all terms.</p>
7.	<p>Transportation II.: Carriage of Goods by the Sea LO: Students will be ready to handle a sea transportation transaction and disputes arisen from such businesses.</p>
8.	<p>European company law: directives and regulations LO: Students will obtain comparative knowledge on how EU law channels company formation and operation (structure) in the European Union.</p>
9.	<p>Liability in international business relations LO: The class makes students oriented in the world of civil liability for corporate torts, employment torts, and business torts in general.</p>
10.	<p>Liability of air carriers in the European Union. LO: Students will be able to position the liability of air carriers in an EU level.</p>
11.	<p>Intellectual property law in an international dimension LO: The class provides an insight to the international standards for the protection of IP instruments, covering both copyrights and industrial property rights.</p>

12.	Dispute Settlement I.: Diplomacy, International Tribunals (WTO, ICSID)  LO: Students get detailed knowledge on the procedural, jurisdictional and substantive rules of diplomatic ADR methods and settlement mechanisms of international tribunals.
13.	Dispute Settlement II.: Municipal Courts  LO: 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.
14.	Summary  LO: The class positions the topics discussed in the semester in order to point out to the connecting principles and lemmas.

\*LO learning outcomes

## **The Economic History of the World 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 2<sup>nd</sup> 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

## COURSE DESCRIPTIONS

### 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.*

New York: Cambridge University Press; Paris: Editions de la Maison des Sciences de l'Homme, 1982. Pp. 180.

Randy Charles Epping: The Beginner's Guide To The World Economy  
(Revised Edition 2nd Vintage Books ed Edition)

**RECOMMENDED READINGS:**

Norman J. G. Pounds: An Historical Geography of Europe

**Syllabus**

Topics	
1.	An introduction, syllabus, terms, theories
	LO* Understanding of the semester goals and requirements
2.	The "world without world economy" before the emergence of capitalism. Trade in Antiquity and Middle Ages
	LO Professional interpretation of the lecture, active use ability
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)
	LO Professional interpretation of the lecture, active use ability
4.	The nature and spatial structures of world trade - feudal long distance trade; Triangles of world trade
	LO Professional interpretation of the lecture, active use ability
5.	The emergence of a modern world economy and the first era of industrial capitalism (1780-1870)
	LO Professional interpretation of the lecture, active use ability
6.	The Second Age of the Modern World Economic System and Monopoly Capitalism (1870-1945)
	LO Professional interpretation of the lecture, active use ability
7.	The social history of industrial modernization (demographic, migration, social mobility)
	LO Professional interpretation of the lecture, active use ability, student presentation
8.	World economic regions, centers and peripheries
	The center region (centrum)
	LO Professional interpretation of the lecture, active use ability, student presentations

## COURSE DESCRIPTIONS

9.	World economic regions, centers and peripheries Asia
	LO Creative use of the learned concepts, interpretations and methods, student presentations
10.	World economic regions, centers and peripheries The Muslim world
	LO Creative use of the learned concepts, interpretations and methods, student presentations
11.	World economic regions, centers and peripheries Africa
	LO Creative use of the learned concepts, interpretations and methods, student presentations
12.	World economic regions, centers and peripheries South America, Australia
	LO Creative use of the learned concepts, interpretations and methods, student presentations
13.	Globalization - the formation of a multipolar world economy
	LO Being prepared to the final examination test
14.	Where does world economy go?
	LO Professional interpretation of the lecture, active use ability

\*LO: learning outcomes

### **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.

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#### COURSE GOALS:

The aim of the course is 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:

Kasper, W., Streit, M. E., Boettke, P. J. (2012): *Institutional Economics. Property, Competition, and Policies*. Second Edition. Cheltenham: Edward Elgar.

#### RECOMMENDED READINGS:

Acemoglu, D. (2012). *The World Our Grandchildren Will Inherit*. NBER Working Paper, no. 17994.



## COURSE DESCRIPTIONS

- Djankov, S. – Glaeser, E – La Porta, R. – Lopez-de-Silanes, F. – Shleifer, A. (2003): The New Comparative Economics. *Journal of Comparative Economics*, 31(4). 595-619.
- Gwartney, J. D., Lawson, R. (2003): The Concept and Measurement of Economic Freedom. *European Journal of Political Economy*, Vol. 19, Issue 3:405-430.
- Easterly, W. (2006): Globalization. Entry for the *New Palgrave Dictionary of Economics*.  
[https://williameasterly.files.wordpress.com/2010/09/newpalgrave\\_globalization\\_oct06.pdf](https://williameasterly.files.wordpress.com/2010/09/newpalgrave_globalization_oct06.pdf)
- Alesina, A. - Dollar, D. (2000): Who Gives Foreign Aid to Whom and Why? *Journal of Economic Growth*, Vol.5, Issue 1:33-63.
- Easterly, W. (2003): Can Foreign Aid Buy Growth? *Journal of Economic Perspectives*, 17(3):23-48.
- Shleifer, A., Vishny, R. W. (1993): Corruption. *Quarterly Journal of Economics*, 108(3):599-617.
- Szántó Z., Tóth I. J., Varga S. (2012): The social and institutional structure of corruption: some typical network configurations of corruption transactions in Hungary. In Vedres B., Scotti M. (eds.): *Network sin Social policy Problems*. Cambridge University Press, Cambridge: 156-176.
- Sen, A. K. (1999). *Development as Freedom*. chapter 2 and 6, (pp. 35-53, 146-159)
- Paldam M., Gundlach E. (2008): Two Views on Institutions and Development: The Grand Transition vs. the Primacy of Institutions. *Kyklos*, 61(1), 65-100.
- Caplan, B. (2007): The Myth of the Rational Voter: Why Democracies Choose Bad Policies. *Cato Institute Policy Analysis No. 594*.  
<http://www.cato.org/publications/policy-analysis/myth-rational-voter-why-democracies-choose-bad-policies>
- Tullock, G. (2002): Undemocratic Governments. *Kylos*, 52(1):247-264.
- PAPERS TO BE DISCUSSED:
- Acemoglu, D., Johnson, S., Robinson, J. A. (2003): An African Success Story: Botswana. In: Rodrik, D. (ed.), *In Search of Prosperity: Analytic Narratives on Economic Growth*. Princeton, Princeton University Press. pp. 80-119. [http://scholar.harvard.edu/files/jrobinson/files/jr\\_africansuccess.pdf](http://scholar.harvard.edu/files/jrobinson/files/jr_africansuccess.pdf)
- Alchian A. A. (2008): Property Rights. In: Henderson, D. R. (ed.): *The Concise Encyclopedia of Economics*. Liberty Fund, Inc. Library of

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Economics and Liberty.  
<http://www.econlib.org/library/Enc/PropertyRights.html>

Bauer, P. T., Yamey, B. (1982): Foreign Aid: What Is at Stake? National Affairs, Issue 6, Summer:53-69.  
[http://www.nationalaffairs.com/doclib/20080708\\_1982684foreignaidwhatisatstakepeterbauer.pdf](http://www.nationalaffairs.com/doclib/20080708_1982684foreignaidwhatisatstakepeterbauer.pdf)

Coase, R., Wang, N (2013): How China Became Capitalist. Cato Policy Report, Vol. 35, No. 1:7-10.  
<http://www.cato.org/sites/cato.org/files/serials/files/policy-report/2013/1/cprv35n1-1.pdf>

Higgs R. (2008): Government Growth. The Concise Encyclopedia of Economics. Library of Economics and Liberty.  
<http://www.econlib.org/library/Enc/GovernmentGrowth.html>

Kuran, T. (2013): Religious Obstacles to Democratization in the Middle East: Past and Present. Hall, J. C. (ed.): The Annual Proceedings of the Wealth and Well-Being of Nations, 2012-2013. pp.17-40.  
<https://www.beloit.edu/upton/assets/Kuran.chapter.final.pdf>

Shleifer, A. (2009): The Age of Milton Friedman. Quarterly Journal of Economics, Vol. 47, No. 1:123-135.

Wall Street Journal (2007): Is Democracy the Best Setting For Strong Economic Growth? The Wall Street Journal, 13 March.  
<http://www.wsj.com/articles/SB117330214622129995>

Williamson. C., Coyne R. L: (2014): Culture and Freedom. In: Hall, J. C. (ed.): The Annual Proceedings of the Wealth and Well-Being of Nations, 2013-2014. pp. 83-104.  
[https://www.beloit.edu/upton/assets/VOL\\_VI.Williamson.Coyne.pdf](https://www.beloit.edu/upton/assets/VOL_VI.Williamson.Coyne.pdf)

DATA:  
 Corruption:[https://www.transparency.org/research/cpi/cpi\\_early](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>

Globalization: KOF Index of Globalization: <http://globalization.kof.ethz.ch/>  
 Economic freedom: Economic Freedom of the World Index: <http://www.freetheworld.com/>, <http://www.heritage.org/index/>

## COURSE DESCRIPTIONS

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

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14.	Why democracies choose bad policies? LO: Understanding the theory of rational irrationality
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\*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:**

World Development Report 2017, published by the World Bank

Handouts distributed by the instructor

## COURSE DESCRIPTIONS

### RECOMMENDED READINGS:

Pilbeam, A.: Working Across Cultures, Market Leader, Pearson-Longman, 2012.

Cotton, D: International Business Topics, Nelson Ltd, 1994.

### Syllabus

Week	Topics
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 <i>World Development Report</i> . 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 <i>World Development Report</i> . 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 <i>World Development Report</i> . LO: Students get to know a classic model of how international firms enter the Chinese market.

6.	<p>Work conditions at Indian multinational firms.  Presentations on the <i>World Development Report</i>.  LO: Students get an insight into the infrastructure of multinational companies at one of the world's biggest markets.</p>
7.	<p>Mid-course evaluation.  LO: Students reflect on the material discussed during the first part of the course.</p>
8.	<p>The importance of the knowledge of local culture. The role of local agents in business.  Presentations on the <i>World Development Report</i>.  LO: Students realize the role of local agents in international business.</p>
9.	<p>International mergers and acquisitions. Successes and failures.  Presentations on the <i>World Development Report</i>.  LO: Through examples students learn that the outcome of international M&amp; A to a large extent depends on the differences between the cultures of the two firms concerned.</p>
10.	<p>Cross-border partnerships.  Presentations on the <i>World Development Report</i>.  LO: Through examples students learn that international companies can even take advantage of their multicultural workforce.</p>
11.	<p>Unethical business practices. Corruption in business.  Presentations on the <i>World Development Report</i>.  LO: Students become aware of unethical and illegal work practices. They condemn them. They are aware of the fact that some of these practices might differ from country to country.</p>
12.	<p>The advantages and disadvantages of international assignments.  Presentations on the <i>World Development Report</i>.  LO: Students consciously assess the pros and cons of international assignments.</p>
13.	<p>Hungary in the world economy. Successes and failures. Changes in the past decades.  Presentations on the <i>World Development Report</i>.  LO: Students take part in the discussion. They draw on their previous studies and give examples of the restructuring of the Hungarian economy.</p>

## COURSE DESCRIPTIONS

14.	Course evaluation, final assessment. LO: Students get a chance to evaluate the course. Instructor assesses students' work and gives final grades.
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\*LO learning outcomes

### **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%

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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:

Michael P. Todaro—Stephen C. Smith (2015): Economic Development, 12th Edition, Pearson

David N. Weil (2013): Economic Growth, 3rd Edition, International Edition, Pearson

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

David N. Weil (2013): Economic Growth, 3rd Edition, International Edition, Pearson

Bruce Wydick (2008): Games in Economic Development, Cambridge University Press

### Syllabus

Week	Topics
1.	Introduction
2.	Seminar LO: Case study
3.	International Trade Theory and Development Strategy LO: Economic Globalization: An Introduction. International Trade: Some Key Issues. The Traditional Theory of International Trade. The Critique of Traditional Free-Trade Theory, in the Context of Developing-Country Experience. Traditional Trade Strategies and Policy Mechanisms for Development: Export Promotion versus Import Substitution. The Industrialization Strategy Approach to Export Policy. South-South Trade and Economic Integration. Trade Policies of Developed Countries: The Need for Reform and Resistance to New Protectionist Pressures



## COURSE DESCRIPTIONS

4.	Seminar LO: Case study
5.	Balance of Payments, Debt, Financial Crises, and Stabilization Policies LO: International Finance and Investment: Key Issues for Developing Countries. The Balance of Payments Account. The Issue of Payments Deficits. Accumulation of Debt and Emergence of the Debt Crisis in the 1980s. Attempts at Alleviation: Macroeconomic Instability, Classic IMF Stabilization Policies, and Their Critics. The Global Financial Crisis and the Developing Countries
6.	Seminar LO: Case study
7.	Foreign Finance, Investment, Aid, and Conflict: Controversies and Opportunities LO: The International Flow of Financial Resources. Private Foreign Direct Investment and the Multinational Corporation. The Role and Growth of Remittances. Foreign Aid: The Development Assistance Debate. Conflict and Development.
8.	Seminar LO: Case study
9.	Finance and Fiscal Policy for Development LO: The Role of the Financial System in Economic Development. The Role of Central Banks and Alternative Arrangements. Informal Finance and the Rise of Microfinance. Formal Financial Systems and Reforms. Fiscal Policy for Development. State-Owned Enterprise and Privatization. Public Administration: The Scarcest Resource
10.	Seminar LO: Case study
11.	Presentations
12.	Seminar LO: Case study
13.	Presentations
14.	Summary and Assessment

\*LO learning outcomes

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## **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

erdey.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:**

Motivation, causes and welfare effects of trade policy measures. Development, critics and future path of multilateral trading system. Trade policies of regional integrations. Gravity model for estimating trade effects of trade policies.

### **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:**

Krugman, Paul R.—Obstfeld, Maurice—Melitz, Marc J. (2015): International Economics – Theory and Policy, 10th Edition, Pearson, ISBN10: 1-292-01955-7.

Oatley, T. (2010): International Political Economy, 4th Edition, Pearson International Edition

## COURSE DESCRIPTIONS

Kerr, W. A.—Gaisford, James D. (eds) (2007).: Handbook on International Trade Policy, Edward Elgar

Recommended readings:

Cimoli, M.—Dosi, G.—Stiglitz, J. E. (eds) (2009): Industrial Policy and Development – The Political Economy of Capabilities Accumulation, Oxford University Press

Gandolfo, Giancarlo (2013): International Trade Theory and Policy, 2nd Edition, Springer

Trebilcock, M. J.—Howse, R. (2005): The Regulation of International Trade, 3rd Edition, Routledge

Head, K. – Mayer, T. (2013): Gravity Equations: Workhorse, Toolkit and Cookbook, [in:] Gopinath, Helpman and Rogoff (2013): Handbook of International Economics.

### Syllabus

<b>Week</b>	<b>Topics</b>
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

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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 2<sup>nd</sup> 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.

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## Syllabus

Week	Topics
1.	Introduction of the syllabus and the requirements of the course
2.	General introduction of the Internal Market of theEU
3.	History of the Internal Market 1.
4.	History of the Internal Market 2.
5.	Single Market Act 1-2
6.	Free movement of Goods
7.	Free movement of Goods 2.
8.	External speaker from the EUROPE Direct Office
9.	Free movement of Services
10.	Free movement of Services 2
11.	Free movement of People
12.	Free movement of Capital
13.	Digital Agenda
14.	End-term

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:

The source of law of the European Union. The ‘quadripartite company freedom’ of establishment of a corporation under the Treaty of Rome. The basics of harmonization of EU corporate law. EU company law legislation. Corporate regulatory trends in the EU in the XXI. century. Company forms in Hungary. Principles and specifications of substantive and procedural company law. Directives related to the establishment of companies (Directives 1 and 2). Organizational structure of companies. The status and responsibility of managers (Systems of German dualist and Anglo-Saxon board), the wrongful trading. The forms of partnerships. The characteristics of the limited liability company and the limited company. Supranational forms of companies: European Economic Interest Grouping, European Company (SE), European Cooperative Society (SCE). Termination of legal persons with legal succession and without legal succession. The final settlement procedure. The bankruptcy and liquidation proceedings.

### 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:

Ewan macintyre: Business law. Pearson Education Limited. Isbn: 978-1-4082-3797-7

Joanne Banker Hames – Yvonne Ekern: Introduction to law. Chapter 1., 11., Pearson. Isbn: 13:978-0-13-502434

## Syllabus

Week	Topics
1.	<p>Introduction, law, legal system, the source of law of the European Union.</p> <p>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.</p>
2.	<p>The ‘quadripartite company freedom’ of establishment of a corporation.</p> <p>LO: Students are familiar with the principle of freedom of establishment for companies, the regulatory mechanism of EC Regulations and Directives.</p>
3.	<p>Corporate regulatory trends in the EU in the XXI. century. The future requirements set out in the Action Plans and their impact on Hungarian corporate law.</p> <p>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.</p>
4.	<p>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.</p> <p>LO: Students are familiar with the types of company forms in Hungary, the Hungarian and EU requirements of founding.</p>



## COURSE DESCRIPTIONS

5.	<p>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.</p> <p>LO: Student are familiar with role of the supreme body of the companies and the functions and powers of the control bodies.</p>
6.	<p>Management structures of the companies: The status, responsibilities and responsibilities of the executive officer. Forms of leadership. Characteristics of German dualist and Anglo-Saxon board system.</p> <p>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.</p>
7.	<p>Partnerships. General partnership and Limited Partnership. Responsibilities of the partners. The organizational structure of the partnership. Forms of termination of membership.</p> <p>LO: Students know the most important aspects of the two forms of partnerships, can distinguish it from other forms of entrepreneurship.</p>
8.	<p>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)</p> <p>LO: Students know the benefits of the LLC and the foundation and operational rules of LLC.</p>
9.	<p>The characteristics of the limited company, the share: The private and public limited company. Responsibility of the shareholder's. The concept of equity, types of shares. Monistic and dualistic control. Corporate governance requirement. Draft of Structure Directive</p> <p>LO: Student are familiar with the advantages and disadvantages of the foundation of Limited Company, know the securities.</p>

10.	<p>Supranational forms of companies: European Economic Interest Grouping. Co-operative character. The scope and responsibilities of founders, the rules of operation of the EEIG</p> <p>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.</p>
11.	<p>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.</p> <p>LO Student are familiar with the foundation and function of SE.</p>
12.	<p>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.</p> <p>LO: Students are familiar with the main rules and characteristics of Hungarian and EU co-operative law.</p>
13.	<p>The termination of companies by legal succession and without legal succession. The transformation, the merger and the division. The final settlement procedure</p> <p>LO: Student know the cases of transformation, the forms of merger and division</p>
14.	<p>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.</p> <p>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.</p>

## COURSE DESCRIPTIONS

### **Research Methodology GT\_MNGNE007-17**

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:

Saunders, Mark. – Lewis, Philip – Thornhill, Adrian (2016): Research Methods for Business Students. 7th edition. Pearson, Harlow.

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RECOMMENDED READINGS:

Babbie, Earl R. (2011): The Basics of Social Research, 5th edition. Nelson Education, Toronto.

Babbie, Earl R. (2011): The Practice of Social Research, 14th edition. Cengage Learning, Boston, MA.

Taylor B. – Sinha G. – Ghoshal T. (2006): Research Methodology: A Guide For Researchers In Management And Social Sciences. Prentice Hall of India, New Delhi.

### Syllabus

Week	Topics
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

## COURSE DESCRIPTIONS

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-cultural Negotiation and Decision Making. Formulating Strategy.  
Implementing Strategy: Small Businesses, Global Alliances, Emerging

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Market Firms. Organization Structure and Control Systems. Staffing, Training and Compensation for Global Operations. Developing a Global Management Cadre. Motivating and Leading

**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:**

Deresky, Helen [2016] (2017): International Management – Managing Across Borders and Cultures – Texts and Cases, 9th (Global) Edition, Pearson. ISBN 13: 978-1-292-15353-7 (available at the library and can be purchased via [www.prospero.hu](http://www.prospero.hu))

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.

COURSE DESCRIPTIONS

**Syllabus**

Week	Topics
1.	<p>Assessing the Environment: Political, Economic, Legal, Technological</p> <p>LO: Understand the global business environment and how it affects the strategic and operational decisions which managers must make</p> <p>To develop an appreciation for the ways in which political and economic factors and changes influence the opportunities that companies face</p> <p>To develop an appreciation of the legal environment for international business</p> <p>To review the technological environment around the world and how it affects the international manager’s decisions and operations</p>
2.	<p>Managing Interdependence Social Responsibility and Ethics</p> <p>LO: To understand the social responsibility of corporations toward their various constituencies around the world, in particular their responsibilities toward human rights</p> <p>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</p> <p>To recognize the importance of managing interdependence and include sustainability in their long-term plans</p>

3.	<p>Understanding the Role of Culture</p> <p>LO: To understand how culture affects all aspects of international management</p> <p>To be able to distinguish the major value dimensions which define cultural differences among societies or groups</p> <p>To understand the interaction between culture and the use of the Internet</p> <p>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</p> <p>To gain some insight into different management styles around the world</p>
4.	<p>Communicating Across Cultures</p> <p>LO: To recognize the cultural variables in the communication process and what factors can cause noise in that process</p> <p>To appreciate the cultural variables that affect communication for both the sender and the listener</p> <p>To be aware of the impact of IT on cross-border communications</p> <p>To learn how to manage cross-cultural business communications successfully</p>
5.	<p>Cross-Cultural Negotiation and Decision Making</p> <p>LO: To become familiar with the role of negotiation in implementing a firm's strategy, and the various stakeholders who must be considered</p> <p>To learn the stages of the negotiation process and how to prepare for cross-cultural business negotiations</p> <p>To gain insight into the various types of negotiating styles around the world</p> <p>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</p> <p>To learn the complexities of negotiating with the Chinese</p> <p>To appreciate the variables in the decision-making process and understand the influence of culture on decision making</p>



## COURSE DESCRIPTIONS

6.	<p>Formulating Strategy</p> <p>LO: To understand the reasons companies engage in international business</p> <p>To learn the steps in global strategic planning, including assessing entry strategies for different markets</p> <p>To become familiar with strategic planning for emerging markets</p>
7.	<p>Midterm</p>
8.	<p>Implementing Strategy: Strategic Alliances; Small Businesses; Emerging Economy Firms</p> <p>LO: To become familiar with the types of strategic alliances for international business, the challenges in implementing them, and guidelines for success in alliances</p> <p>To understand what is involved in implementing strategies, including those for small businesses and those involved in emerging economies</p> <p>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</p> <p>To become familiar with the types of strategic alliances for international business, the challenges in implementing them, and guidelines for success in alliances</p>
9.	<p>Organization Structure and Control Systems</p> <p>LO: To understand the importance of appropriate organizational structures to effective strategy implementation</p> <p>To become familiar with the types of organizational designs suitable for the level and scope of internationalization of the firm</p> <p>To understand the role of technology in the evolution of the networked structure and to appreciate the role of teams in achieving business goals</p> <p>To realize how organizational design affects manager's job, for example, on the level and location of decision making</p> <p>To emphasize the role of control and monitoring systems suitable for specific situations in the firm's international operations</p>

10.	<p>Staffing, Training, and Compensation for Global Operations</p> <p>LO: To understand the strategic importance to the firm of the IHRM function and its various responsibilities</p> <p>To learn about the major staffing options for global operations and the factors involved in those choices</p> <p>To emphasize the need for managing the performance of expatriates through careful selection, training, and compensation</p> <p>To discuss the role of host country managers and the need for their training and appropriate compensation packages</p>
11.	<p>Developing a Global Management Cadre</p> <p>LO: To appreciate the importance of international assignments in developing top managers with global experience and perspectives</p> <p>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</p> <p>To become familiar with the use of global management teams to coordinate host country and cross-border business</p> <p>To recognize the varying roles of women around the world in international management</p> <p>To understand the variations in host-country labor relations systems and the impact on the manager's job and effectiveness</p>
12.	<p>Motivating and Leading</p> <p>LO: To understand the complexity and the variables involved in cross-cultural motivation and leadership</p> <p>To learn to use the research on cultural dimensions as tools to understand how to motivate people in different cultural contexts</p> <p>To become familiar with the global leader's role and environment and what makes a successful global leader</p> <p>To discuss the research on leadership and how leadership styles and practices vary around the world</p> <p>To understand the variables that necessitate contingency leadership: culture, context, people, and situations</p>

## COURSE DESCRIPTIONS

13.	Endterm
14.	Summary and Assessment LO:

\*LO learning outcomes

### **International Accounting and Information Systems GT\_MNGNE107-17**

Institute: Accounting and Finance

Classes per week: 1+1

Course credit value: 3

#### **INSTRUCTOR:**

DÉKÁN TAMÁS NÉ 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:**

Theory and application of International Accounting Standards/International Financial Reporting Standards (IAS/IFRS).

#### **ASSESSMENT:**

Written exam (theoretical and empirical parts)

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**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>)

Related International Accounting Standards/International Financial Reporting Standards: IAS 1, IAS 8, IAS 10, IAS 11, IAS 18, IAS 24, IAS 33, IAS 34, IFRS 5, IFRS 8, IFRS 15 (the standards are available at [http://ec.europa.eu/finance/accounting/ias/index\\_en.htm](http://ec.europa.eu/finance/accounting/ias/index_en.htm), Consolidated text - non-legally binding (all EU languages)).

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

Barry J. Epstein and Eva K. Jermakowicz: *Wiley IFRS: Interpretation and Application of International Accounting and Financial Reporting Standards 2010*, Wiley, 2010

Thomas R. Ittelson: *Financial Statements: A Step-by-Step Guide to Understanding and Creating Financial Reports*, Career Press, 2010

## **Syllabus**

<b>Week</b>	<b>Topics</b>
1.	Introduction, The context of accounting, requirements, aims, basics Fundamentals of financial accounting. LO: Knowing the context of accounting, requirements, aims, basics and fundamentals of financial accounting.

## COURSE DESCRIPTIONS

2.	<p>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</p>
3.	<p>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.</p>
4.	<p>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)</p>
5.	<p>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.</p>
6.	<p>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.</p>
7.	<p>Measurement of the elements of financial statements. Intangible fixed assets (IAS 38).  LO: Knowing the rules for measurement of Intangible fixed assets (IAS 38).</p>
8.	<p>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).</p>
9.	<p>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).</p>

10.	Measurement of the elements of financial statements Inventories, counting inventory Valuation of inventory, cost methods, using output values (IAS 2) LO: Knowing the rules for measurement of inventories (IAS 2).
11.	Measurement of the elements of financial statements Revenues from customers and others (IAS 18, IFRS 15) LO: Knowing the rules for measurement of Revenues (IAS 18, IFRS 15).
12.	Measurement of the elements of financial statements Financial assets, cash and receivables, investments LO: Knowing the rules for measurement of financial assets, cash and receivables, investments.
13.	Measurement of the elements of financial statements Liabilities, equity, reserves and provisions (IAS 37) LO: Knowing the rules for measurement of liabilities, provisions (IAS 37).
14.	Measurement of the elements of financial statements Accounting and taxation, international differences Tax rates, tax expenses and deferred tax (IAS 12) LO: Knowing the rules for measurement of deferred tax (IAS 12).

\*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:

[https://ec.europa.eu/info/publications/economic-and-financial-affairs-publications\\_en](https://ec.europa.eu/info/publications/economic-and-financial-affairs-publications_en)

Handouts distributed by the instructor

### RECOMMENDED READINGS:

Pilbeam, A.: Working Across Cultures, Market Leader, Pearson-Longman, 2012.

Cotton, D: International Business Topics, Nelson Ltd, 1994.

## Syllabus

Week	Topics
1.	<p>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.</p>
2.	<p>EU basics: short history, institutions, topical issues.            LO: Students revise what they have learnt about the EU so far.</p>
3.	<p>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.</p>
4.	<p>Working in international project groups.            Presentations on economic and financial papers of the EU.            LO: Students learn about the culture of multinational project groups.</p>
5.	<p>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.</p>
6.	<p>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.</p>
7.	<p>Mid-course evaluation.            LO: Students reflect on the materials discussed during the first part of the course.</p>
8.	<p>Cybercrime – a worldwide threat.            Presentations on economic and financial papers of the EU.            LO: Students are able to discuss a global threat, cyber crime.</p>



## COURSE DESCRIPTIONS

9.	<p>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.</p>
10.	<p>The costs of pollution.  Presentations on economic and financial papers of the EU.  LO: Through examples students learn that pollution is a world-wide threat, neither prevention nor managing damages can be confined to one country.</p>
11.	<p>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.</p>
12.	<p>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.</p>
13.	<p>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.</p>
14.	<p>Course evaluation, final assessment.  LO: Students get a chance to evaluate the course. Instructor assesses students' work and gives final grades.</p>

\*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

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**INSTRUCTOR:**

SZENTESINÉ SIGÉR, Fruzsina PhD assistant professor  
siger.fruzsina@econ.unideb.hu, Bld. D 2<sup>nd</sup> floor V1

**COURSE GOALS:**

The aim of the course is 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 student.

**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 in 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:**

1. Danielle Walker, Thomas Walker, Joerg Schmitz: Doing Business Internationally, Second Edition: The Guide To Cross-Cultural Success. McGraw Hill Professional, 2003

2. Mark J. Hooper: The Global Business Handbook: The Eight Dimensions of International Management. CRC Press, 2016

**RECOMMENDED READINGS:**

1. Balbir Bhasin: Doing Business in the ASEAN Countries. Business Expert Press, 2011

2. Chandrashekhara Lakshman: Doing Business in India: A Framework for Strategic Understanding. Chandos Publishing, 2015

## COURSE DESCRIPTIONS

3. James D. Hodgson, Yoshihiro Sano, John L. Graham: *Doing Business with the New Japan: Succeeding in America's Richest International Market*. Rowman & Littlefield, 2008
4. Pete W. Moore: *Doing Business in the Middle East: Politics and Economic Crisis in Jordan and Kuwait*. Cambridge University Press, 2004
5. H. Chee, C. West: *Myths about doing business in China*. Springer, 2007
6. Ranjini Manian: *Doing Business in India For Dummies*. John Wiley & Sons, 2011
7. Thomas H. Becker: *Doing Business in the New Latin America: A Guide to Cultures, Practices, and Opportunities*. Greenwood Publishing Group, 2004
8. Steve Shelley: *Doing Business in Africa: A Practical Guide for Investors, Entrepreneurs and Expatriate Managers*. Zebra, 2004
9. S. Tamer Cavusgil, Pervez N. Ghauri, Milind R. Agarwal: *Doing Business in Emerging Markets: Entry and Negotiation Strategies*. SAGE, 2002
10. Albert Vincent Y. Yu Chang, Andrew Thorson: *A Legal Guide to Doing Business in the Asia-Pacific*. American Bar Association, 2010
11. Frans Somers: *European Business Environment: Doing Business in the EU*. Routledge 2010
12. F. Lhabitant, Y. Zoubir: *Doing Business in Emerging Europe*. Springer, 2003
13. Marat Terterov: *Doing Business with Russia*. GMB Publishing Ltd, 2004
14. Robert A. Pastor: *The North American Idea: A Vision of a Continental Future*. Oxford University Press, 2011
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*

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## Syllabus

Week	Topics
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 in 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

10.	Latin America LO: Understanding the role of Latin America in the world economy and its doing business practices.
11.	Africa LO: Understanding the role of Africa in the world economy and its doing business practices.
12.	The Middle East LO: Understanding the role of the Middle East in the world economy and its doing business practices.
13.	Russia and the Post-Soviet states LO: Understanding the role of Russia and the Post-Soviet states in the world economy and its doing business practices.
14.	Non-EU Europe LO: Understanding the role non-EU European states in the world economy and its doing business practices.

\*LO learning outcomes

### **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 2<sup>nd</sup> 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

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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 differences 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%).

## COURSE DESCRIPTIONS

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:

—Allen, David (2005): Cohesion and the Structural Funds. In: Wallace, Helen – Wallace, Hanry (szerk.): Policy Making in the European Union. Oxford University Press, Oxford. 213-241.

—Bachtler, John – Méndez, Carlos (2007): Who governs EU cohesion Policy? Deconstructing the reforms of the structural funds. Journal of Common Market Studies, Vol. 45. N. 3. 535-564.

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

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

—Európai Bizottság (2011b): Analysis of errors in cohesion policy for the years 2006-2009 actions taken by the commission and the way forward. Commission staff working paper.

<http://www.europarl.europa.eu/document/activities/cont/201110/20111025ATT30248/20111025ATT30248EN.pdf>

Evans, Andrew The EU structural funds / 1999

Horvath, Z. (2011): Handbook on the European Union. 4th edition, HVG-Orac Lapkiadó Kft, Budapest.

### **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 2<sup>nd</sup> floor V8

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#### 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

Margaret P. Karns - Karen A. Mingst: *International Organizations: The Politics and Processes of Global Governance*, (Lynne Rienner Publishers 2009)

Hurd, Ian: *International Organizations – Politics, Law, Practice* (Cambridge University Press, 2011)

David Armstrong, Lorna Lloyd&John Redmond: *International Organisations in World Politics* (Palgrave Macmillan 2004)

### RECOMMENDED READINGS:

Art, Robert J. and Robert Jervis. 2012. *International Politics: Enduring Concepts and Contemporary Issues*. Prentice Hall.

Acharya, Amitav and Alastair Iain Johnston. 2007. *Crafting Cooperation: Regional International Institutions in Comparative Perspective*. Cambridge University Press.

Barnett, Michael and Martha Finnemore. 2004. *Rules for the World: International Organizations in World Politics*. Cornell University Press.

Diehl, Paul and Brian Frederking, eds. 2010. *The Politics of Global Governance: International Organizations in an Interdependent World*, 4th ed. Lynne Rienner.

Gruber, Lloyd. 2000. *Ruling the World: Power Politics and the Rise of Supranational Institutions*. Princeton University Press.

Hawkins, Darren, David A. Lake, Daniel L. Nelson and Michael J. Tierney, eds. 2006. *Delegation and Agency in International Organizations*. Cambridge University Press.

Lake, David. 2001. "Beyond Anarchy: The Importance of Security Institutions," *International Security* 26, pp. 129-160.

Martello, Marybeth, Peter M. Haas, Sheila Jasanoff and Gene Rochlin, eds. 2004. *Earthly Politics: Local and Global in Environmental Governance*. MIT Press.

Martin, Lisa and Beth Simmons. 1998. "Theories and Empirical Studies of International Institutions," *International Organization* 52, pp. 729–757.

Martin, Lisa and Beth Simmons, eds. 2001. *International Institutions: An International Organization Reader*. MIT Press.

Mearsheimer, John J. 1995. "The False Promise of International Institutions," *International Security* 19, pp. 5-49.

Milner, Helen and Andrew Moravcsik, eds. 2009. *Power, Interdependence, and Nonstate Actors in World Politics*. Princeton University Press.

Nye, Joseph S. 2011. *The Future of Power*. PublicAffairs.

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## Syllabus

Week	Topics
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 of 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 about the African Economic Community
11.	Treaty of Maastricht on European Union Students learn more about the European Integration
12.	North American Free Trade Agreement (NAFTA) 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