

Subject:	Hungarian:	<b>Statiztika és Ökonometria</b>				Neptun-code	<b>GT_MNGNE001-17</b>	
	English:	<b>Statistics and Econometrics</b>						
University and Department		<b>Institute of Methodology and Business Digitalization</b>						
Preconditions:		-				Code:	-	
Division		Number of lessons				Requirement	Credit	Language
		Lecture(s)		Lecture(s)				
Daytime	<b>X</b>	Weekly	<b>2</b>	Weekly	<b>2</b>	<b>Exam</b>	<b>5</b>	<b>English</b>
Correspondent		Semiannually		Semiannually				
Lecturer			Name:	<b>Prof. Dr. Péter Balogh</b>		Rank:	<b>professor</b>	
<b>Purpose of the course:</b>								
The course introduces an overview of the theory and practice of the main quantitative data analysis methods using the SPSS Statistical program.								
<b>Required professional competences which are established and further enhanced on the merits of this subject</b>								
<i>Knowledge:</i>								
Students should get acquire the mathematical, statistical methods which are needed to analyse and cope with problems in Business and Economics.								
<i>Skills:</i>								
Student will be qualified for plannig and organizing business programmes and for allocating resources, making professional proposals, drawing conclusions.								
<i>Attitude:</i>								
Student should be more cooperative in solving problems from the field of Business and Economics. Students become opened to the innovative and scientific approaches and sensitive to the new features.								
<i>Autonomy and responsibility:</i>								
Students will be able to plan economic processes and to control purchasing and marketing processes								
<b>Short subject description and main topics:</b>								
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.								
<b>Planned teaching activities and methods:</b>								
During the seminars we solve exercises of the book using SPSS for getting the solutions. Attending the lectures and the seminars are compulsory.								
<b>Evaluation:</b>								
The overall course grade will be based on the working on practices and the final computer exams.								
<b>Compulsory literature:</b>								
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								
<b>Recommended literature:</b>								
Field A.: Discovering Statistics Using SPSS (Introducing Statistical Methods), 5th Edition, SAGE Publications Ltd., London, 2017. 1104. p. ISBN-13: 9781526445780								

Weekly schedule	
1.	The beast of bias. What is bias? Spotting bias. Reducing bias. LO: Introduction of the different bias forms. Using the SPSS program.
3.	Categorical data: Theory and Assumptions of analysing categorical data. Chi-square test. LO: Examining of categorical data. Using Chi-square test.
5.	Non-parametric models: Mann-Whitney test, Wilcoxon signed-rank test, Kruskal-Wallis test, Friedman's test. LO: Examples of different non-parametric models

7.	Non-linear regression
	LO: Non-linear regression
9.	Background of Logistic Regression
	LO: Background of Logistic Regression
11.	Binary logistic regression
	LO: Binary logistic regression
13.	Predicting several categories: multinomial logistic regression
	LO: Multinomial logistic regression
15.	Factorial ANOVA. Factorial designs. Factorial ANOVA is a linear model.
	LO: Factorial ANOVA (GLM 3). Factorial designs. Factorial ANOVA is a linear model.
17.	Two-way ANOVA. Assumptions and output of factorial ANOVA.
	LO: Two-way ANOVA. Assumptions and output of factorial ANOVA.
19.	Repeated-measure designs and ANOVA.
	LO: Repeated-measure designs and ANOVA.
21.	Exploratory factor analysis I.
	LO: Exploratory factor analysis I.
23.	Exploratory factor analysis II.
	LO: Exploratory factor analysis II.
25.	Reliability analysis.
	LO: Reliability analysis.

\* LO learning outcomes

Course title:	Hungarian:	<b>Modern ár- és piacelmélet</b>				Code:	GT_MNGNE030-17
	English:	<b>Modern Price Theory and Industrial Organization</b>					
Institute:		University of Debrecen, Faculty of Economics and Business, Institute of Economics					
Prerequisites:						Code:	
		Classes per week				Requirement	Credit
		Lecture(s)		Seminar(s)			
		per week	2	per week	2		Language of instruction: <b>English</b>
Responsible instructor		name:		<b>Levente Nádasi</b>		academic position	
Instructor		name:				academic position	
<b>Course goals:</b>							
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.							
<b>Competences</b>							
<b>Knowledge:</b>							
Mastery of the concepts, theories, processes and characteristics of economics and of the micro and macro levels of organisation of the economy, knowledge of the main economic facts.							
<b>Ability:</b>							
Ability to identify specialised professional problems using a multifaceted, interdisciplinary approach and to explore and formulate the detailed theoretical and practical background necessary to solve them.							
<b>Attitude:</b>							
Credibly communicates the summary and detailed problem areas of his/her profession.							
<b>Autonomy and responsibility:</b>							
Independently selects and applies relevant problem-solving methods in areas of organisational, strategic and management relevance, and independently carries out economic analysis, decision preparation and advisory tasks.							
<b>Course content , topics:</b>							
intertemporal choice, asymmetric information, monopoly behavior, oligopoly, behavior, taxation, general equilibrium, externalities, public goods							
<b>Learning methods:</b>							
Lectures, seminars, calculations, graphical illustrations							
<b>Assessment</b>							
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)							
<b>Compulsory readings:</b>							
VARIAN, H. (2009). Intermediate Microeconomics: A Modern Approach. Eighth Edition. W. W. Norton & Company, Inc . ISBN: 9780393689891							
BERGSTROM, TH. C., VARIAN, H. R. (2010). Workouts in Intermediate Microeconomics: for Intermediate Microeconomics: A Modern Approach, Eighth Edition. W. W. Norton & Company, Inc. ISBN: 0393922618							
<b>Recommended readings:</b>							

## Syllabus

Week	Topic
1.	Intermediate microeconomics revision LO: optimization, Pareto efficiency, equilibrium
3.	Intertemporal choice I. LO: intertemporal budget line, indifference curve, optimal choice in two periods
5.	Intertemporal choice II. LO: comparative statics in intertemporal choice
7.	Taxation LO: deadweight loss due to taxation
9.	Asymmetric information LO: adverse selection, moral hazard, agency theory, signaling
11.	Monopoly behavior I. LO: price discrimination
13.	Monopoly behavior II. LO: two-part tariffs, bundling, monopolistic competition
15.	Oligopoly I. LO: Cournot and Stackelberg model
17.	Oligopoly II. LO: Bertrand model, dominant firm, collusion, cartels
19.	General equilibrium: exchange LO: Edgeworth box, contract curve, Walras law
21.	General equilibrium: production LO: production possibilities frontier
23.	Externalities LO: types of externalities, Coase theorem, deadweight loss
25.	Public goods LO: free-riding, provision of the public goods
27.	Summary LO: synthesis

\*LO learning outcomes

Course title:		Hungarian:		<b>Nemzetközi kereskedelemelmélet</b>		Code:	<b>GT_MNGNE607-17</b>	
		English:		<b>International Trade Theory</b>				
Institute:		Institute of World Economy and International Relations						
Prerequisites:		-				Code:		
Type		Classes per week				Requirement	Credit	Language of instruction:
		Lecture(s)		Seminar(s)				
Full time	<b>x</b>	per week	<b>2</b>	per week	<b>2</b>	<b>5</b>	<b>English</b>	
Part time								
Responsible instructor		name:		<b>Dr. Ádám Mrákus</b>		academic position	<b>Senior lecturer</b>	
Instructor		name:				academic position		
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.								

**Competences:***Knowledge:*

## The student

- has mastered the concepts, theories, processes and characteristics of economics and the micro and macro levels of the economy and is familiar with the key economic facts.
- is familiar with the most recent, theoretically based mathematical-statistical, econometric methods of problem identification, problem framing, problem solving, information collection and information analysis and is aware of their limits
- is aware of socio-economic linkages and the factors that influence them at local, regional, national and international levels.
- is aware of and able to use the analyzing methods of economics, international economics, world economics and decision making
- is aware of and understands problem-solving techniques required for research in this field, for processing literature and for innovative empirical work
- is aware of and understands management methods of colleagues, teams, projects and larger organizations
- is aware of and understands the practice, trends and effects of economic policy and international trade relations

*Capabilities:*

## The student

- independently formulates new conclusions, original ideas and solutions, applies sophisticated methods of analysis and modelling, develops strategies to solve complex problems and makes decisions in a changing national and international environment and organizational culture.
- after acquiring practical knowledge and experience, the student will manage medium and large enterprises, complex organizational units, perform a comprehensive economic function in a company, plan and manage complex business processes and resources.
- is able to work effectively in an international, multicultural environment, too.
- is able to develop effective international business strategies and to analyze the geopolitical, social, cultural and religious aspects of the international business environment.
- is able to plan and organize economic activities in companies, international organizations, government institutions regarding foreign trade, finance, development policy and economic policy processes, and to apply the elements and methods learned, to draw conclusions, do proposals and make decisions.
- participates in national and international projects and group tasks, plans, manages, organizes, coordinates and evaluates activities as a leader.

*Attitudes:*

## The student

- is critical of his own and his subordinates' work and behavior, and is innovative and proactive in dealing with economic problems.
- is open and receptive to new developments in economics and practice.
- has a cultured, ethical and objective intellectual approach to people and social problems, and takes into account wider social, sectoral, regional, national and European values (including social, socio-ecological and sustainability aspects).
- strives to develop his knowledge and working relationships, works in cooperation with his colleagues
- is open to changes in the wider economic and social environment of his job, and the company, and seeks to follow and understand changes.
- when making decisions he seeks to take into account the opinions of others as well as sectoral, regional, national and European values (including social, societal and ecological, sustainability aspects) in a responsible way
- strives for lifelong learning in and outside the world of work.

*Autonomy, responsibility:*

## The student

- independently organizes the analysis of economic processes, as well as the collection, systematization and evaluation of data.
- takes responsibility for his analyses, conclusions and decisions
- assumes responsibility for compliance with professional, legal and ethical standards as well as rules related to his work and behavior.
- independently monitors changes in the socio-economic and legal environment affecting his field.
- follows and applies the relevant policies partly autonomously.
- holds presentations and conducts debates independently.

**Course content , topics:**

the changing pattern of world trade, the gravity model, the Ricardian model and its extensions, the Ricardo-Jones-Viner (specific factors) model, the Heckscher-Ohlin model, the standard trade model, external economies and international trade, interregional trade and (the new) economic geography, imperfect competition and trade, performance differences across producers ('new new trade theory', the Melitz model), multinationals and outsourcing

**Learning methods:**

The course is highly interactive between the class and the instructor. Through case studies/presentations and

problems, students will have the opportunity to use the concepts and ideas presented in class. Problem-solving sessions occur in both individual (primarily) and team (occasionally) settings. For our empirical analyses we use the UN Comtrade Database.

#### Assessment

The calculation of the final grade is as follows:

Endterm 70%

Homeworks (seminars) 30%

0-56% fail, 57-66% pass, 67-76% satisfactory, 77-87% good, 88-100% excellent

#### Compulsory readings:

Krugman, Paul R.—Obstfeld, Maurice—Melitz, Marc J. (2023): International Economics – Theory and Policy, 12th Edition, Pearson, Chapters 1-8.

#### Recommended readings:

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

Feenstra, Robert C.—Taylor, Alan M. (2011): International Trade, Worth Publishers, Chapters 1-7.

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

Feenstra, Robert C. (2016): Advanced International Trade – Theory and Evidence, 2<sup>nd</sup> Edition, Princeton University Press, ISBN: 0691114102

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

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

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

## Syllabus

Week	Topics
1.	Introduction LO: What is international economics about? International trade topics Gains from trade, explaining patterns of trade. International policy coordination.
2.	World Trade: An Overview LO: Largest trading partners of the United States. Gravity model: influence of an economy's size on trade Distance, barriers, borders and other trade impediments. Globalization: then and now. Changing composition of trade. Service outsourcing.
3.	Labor Productivity and Comparative Advantage: The Ricardian Model I. LO: Opportunity costs and comparative advantage, one-factor Ricardian model, production possibilities. Setting up the equilibrium on the international market Transportation costs and non-traded goods Empirical evidence
4.	Labor Productivity and Comparative Advantage: The Ricardian Model II. LO: Gains from trade Wages and trade Misconceptions about comparative advantage, comparative statics in the model
5.	Labor Productivity and Comparative Advantage: The Ricardian Model III. LO: Ricardian model with many goods, transportation costs and non-traded goods, empirical evidence
6.	Specific Factors and Income Distribution I. 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
7.	Library week
8.	Specific Factors and Income Distribution II. LO: Rybczynski-effect in the model, the Jones algebra, Dutch disease
9.	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
10.	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.
11.	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

12.	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.
13.	Internal economies of scale: 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
14.	Summary and assesment LO: Practicing for the exam

\*LO learning outcomes



Course title:	Hungarian:	<b>Globális Vállalati Stratégiák és Többszintű Kormányzás</b>				Code:	<b>GT_MNGNE027-17</b>	
	English:	<b>Global Corporate Strategy and Multilevel Governance</b>						
Institute:		<b>Institute of World Economy and International Relations</b>						
Prerequisites:		-				Code:		
		Classes per week				Requirement	Credit	Language of instruction
		Lecture		Seminar				
		per week	<b>2</b>	per week	<b>2</b>	<b>Exam</b>	<b>5</b>	<b>English</b>
Responsible instructor		name:	<b>Tünde Csapóné Riskó, PhD</b>			post	<b>associate professor</b>	
Instructor		name:				post		
Course goals:								
<p>The course is designed to introduce students to the particularities of global corporate strategies, both theoretically and in practice. A broad overview of the most relevant topics in global corporate strategies is given.</p>								
<b>Competences:</b>								
<i>Knowledge:</i>								
<p>Understands the structure, operation and interrelationships of business organisations across national and transnational borders, information and motivational factors, with particular reference to the institutional environment. Understands the socio-economic context and the factors influencing it at local, regional, national and international levels. Understands problem-solving techniques for research in the field, for the analysis of literature and for innovative practical work, management methods for staff, groups and projects, large organisations, corporate, national, regional and global methods of strategic planning and management.</p>								
<i>Capabilities:</i>								
<p>Independently formulates new conclusions, original ideas and solutions, applies sophisticated methods of analysis and modelling, develops strategies to solve complex problems, and makes decisions in a changing national and international environment and organisational culture. After acquiring practical knowledge and experience, he/she manages medium and large enterprises, complex organisational units, performs a comprehensive economic function in a business organisation, plans and manages complex business processes and manages resources. He/she is able to work effectively in an international, multicultural environment. He/she is able to identify, assign and solve problems and new environmental phenomena arising in the operation of corporates, regional, national and international organisations. He/she is able to develop effective international business strategies. He/she is able to analyse the geopolitical, social, cultural and religious aspects of the international business environment.</p>								
<i>Attitudes:</i>								
<p>Open and receptive to new developments in the theory and practice of economics. He/she has a cultured, ethical and objective intellectual approach to people and social problems, and is attentive to wider societal, sectoral, regional, national and European values (including social and ecological, sustainability aspects). Assumes and authentically represents the social role of the profession and its fundamental relationship with the world. Is committed to general social values and is socially sensitive both locally and internationally.</p>								
<i>Autonomy, responsibility:</i>								
<p>Independently selects and applies relevant problem-solving methods from organisational, strategic and management point of views, and independently carries out economic analysis, decision preparation and advisory tasks. Assumes responsibility for his/her own work, for the organisation and enterprise he/she manages, and for the employees. Independently identifies, plans, organises, takes responsibility for and is accountable for his/her own and his/her subordinates' professional and general development. He/she takes the initiative in solving problems, developing strategies, working with teams and colleagues within and across organisations. Independently applies a wide range of methods and techniques in practice in contexts of varying complexity and predictability.</p>								
<b>Course content, topics:</b>								
<p>Introduction; Basic Concepts of Strategic Management; Corporate Governance; Social Responsibility and Ethics in Strategic Management; Environmental Scanning and Industry Analysis; Organisational Analysis and Competitive Advantage; Strategy Formulation: Business Strategy; Strategy Formulation: Corporate Strategy; Strategy Formulation: Functional Strategy and Strategic Choice; Strategy Implementation: Global Strategy; Strategy Implementation: Organizing and Structure; Strategy Implementation: Staffing and Directing; Evaluation and Control; Multilevel Governance.</p>								

<b>Learning methods:</b>
Lectures and seminars. In the seminars, the students will introduce and discuss case studies.
<b>Assessment</b>
Signature: Max 3 missing is acceptable from the seminars. In teams, students must introduce a case study. Participation in the case study teams is mandatory. The successful completion of a case study forms part of the final grade. Written exam. The calculation of the final grade is as follows: Written exam 50% - Group presentation 50%
<b>Compulsory readings:</b>
Paraskevopoulos, C. J. (2016): EU Enlargement and Multi-Level Governance in European Public Policy-Making: Actors, Institutions Learning. In: C.J Paraskevopoulos, P. Getimis, N. Rees (Eds. 2016): Adapting to EU Multi-Level Governance. Pp. 3-22. Online Available: <a href="https://books.google.hu/">https://Books.Google.Hu/</a> Janicke M. (2015): Horizontal and vertical reinforcement in global climate governance. <i>Energies</i> 2015, 8, 5782-5799; doi:10.3390/en8065782 T. L. Wheelen – J. D. Hunger – A. N. Hoffman – C.E. Bamford (2018): <i>Strategic Management and Business Policy: Globalization, Innovation and Sustainability</i> , Global Edition, 15/E. Pearson ISBN 9781292215488
<b>Recommended readings:</b>
D. Morschett – H. Schramm-Klein – J. Zentes (2015): <i>Strategic International Management. Text and Cases</i> . 3rd Edition. Springer Gabler: Wiesbaden ISBN 978-3-658-07884-3 T. Cannon (2012): <i>Corporate Responsibility: Governance, Compliance and Ethics In a Sustainable Environment</i> , 2/E. Pearson ISBN-13: 9780273738732

### Syllabus (lectures)

Wee k	Topics
1.	<b>Introduction; Basic Concepts of Strategic Management</b> LO: Information about the course (schedule, requirements, assessment, grading, etc.). Understand the basic concepts of strategic management
2.	<b>Corporate Governance</b> LO: Understand the role and responsibilities of the board of directors in corporate governance and the trends in corporate governance.
3.	<b>Social Responsibility and Ethics in Strategic Management</b> LO: Understand the relationship between social responsibility and corporate performance; conduct a stakeholder analysis.
4.	<b>Environmental Scanning and Industry Analysis</b> LO: Be able to conduct industry analysis to explain the competitive forces that influence the intensity of rivalry within an industry; be able to identify critical success factors and develop an industry matrix.
5.	<b>Organisational Analysis and Competitive Advantage</b> LO: Be able to explain company business models and how they can be imitated; assess a company's corporate culture and how it might affect a proposed strategy.
6.	<b>Strategy Formulation: Business Strategy</b> LO: Be able to utilize the SFAS matrix and a SWOT diagram to examine business strategy; develop a mission statement that addresses the five elements of good design.
7.	<b>Library week</b>
8.	<b>Strategy Formulation: Corporate Strategy</b> LO: Be able to explain the three key issues that corporate strategy addresses.
9.	<b>Strategy Formulation: Functional Strategy and Strategic Choice</b> LO: Be able to explain which activities and functions are appropriate to outsource/offshore to gain or strengthen competitive advantage; list and explain strategies to avoid.
10.	<b>Strategy Implementation: Global Strategy</b> LO: Be able to describe the means of entry by which an organisation can do business in another country.
11.	<b>Strategy Implementation: Organizing and Structure</b> LO: Be able to describe the major issues that impact successful strategy implementation.
12.	<b>Strategy Implementation: Staffing and Directing</b> LO: Be able to explain the link between strategy and staffing decisions; utilize an action planning framework to implement an organisation's MBO and TQM initiatives.
13.	<b>Evaluation and Control</b>

	LO: Be able to develop a balanced scorecard to examine key performance measures of a company; apply the benchmarking process to a function or an activity.
14.	<b>Multilevel Governance</b> LO: Understand the definition and interpretation of multilevel governance regarding global corporations.

\*LO learning outcomes

### Syllabus (seminars)

Week	Topics
1.	<b>Introduction; Dissemination of the case studies to the groups</b> LO: Information about the course (schedule, requirements, assessment, grading, etc.)
2.	<b>Introduction, discussion, and evaluation of the case studies</b> LO: Understand the case study and be able to participate in a debate actively.
3.	<b>Introduction, discussion, and evaluation of the case studies</b> LO: Understand the case study and be able to participate in a debate actively.
4.	<b>Introduction, discussion, and evaluation of the case studies</b> LO: Understand the case study and be able to participate in a debate actively.
5.	<b>Introduction, discussion, and evaluation of the case studies</b> LO: Understand the case study and be able to participate in a debate actively.
6.	<b>Introduction, discussion, and evaluation of the case studies</b> LO: Understand the case study and be able to participate in a debate actively.
7.	<b>Library week</b>
8.	<b>Introduction, discussion, and evaluation of the case studies</b> LO: Understand the case study and be able to participate in a debate actively.
9.	<b>Introduction, discussion, and evaluation of the case studies</b> LO: Understand the case study and be able to participate in a debate actively.
10.	<b>Introduction, discussion, and evaluation of the case studies</b> LO: Understand the case study and be able to participate in a debate actively.
11.	<b>Introduction, discussion, and evaluation of the case studies</b> LO: Understand the case study and be able to participate in a debate actively.
12.	<b>Introduction, discussion, and evaluation of the case studies</b> LO: Understand the case study and be able to participate in a debate actively.
13.	<b>Introduction, discussion, and evaluation of the case studies</b> LO: Understand the case study and be able to participate in a debate actively.
14.	<b>Introduction, discussion, and evaluation of the case studies</b> LO: Understand the case study and be able to participate in a debate actively.

\*LO learning outcomes

Course title:		Hungarian:		<b>Haladó nemzetközi marketing</b>		Code:	<b>GT_MNGNE007-17</b>		
		English:		<b>Advanced International Marketing</b>					
Institute:				Faculty of Economics and Business, Institute of Marketing and Commerce					
Prerequisites:				-			Code:		
		Classes per week				Requirement	Credit	Language of instruction:	
		Lecture(s)		Seminar(s)					
full-time	<b>X</b>	per week	<b>2</b>	per week	<b>2</b>	<b>examination</b>	<b>4</b>	<b>English</b>	
Responsible instructor				name:	<b>Dr. Kiss Marietta</b>		post	<b>associate professor</b>	
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.									
<b>Competences:</b>									
<i>Knowledge:</i>									
<ul style="list-style-type: none"> <li>- Understands the operation of the marketing activities of business organizations in an international environment.</li> <li>- In the field of international marketing, he is in possession of modern, theoretically sound methods of problem recognition, formulation and solution, information collection and processing, and he also knows their limitations.</li> <li>- Knows and uses theories and decision methods of international marketing.</li> <li>- Knows and understands the problem-solving techniques necessary for processing the results of the international marketing literature and for innovative practical work.</li> <li>- Knows and understands the basics of expert knowledge suitable for identifying international marketing processes, information collection, analysis and problem solving methods relevant to the field, their application conditions and limitations.</li> <li>- In addition to a high level of knowledge of the common language, he is in possession of the professional marketing language, its peculiarities of expression and wording.</li> </ul>									
<i>Capabilities:</i>									
<ul style="list-style-type: none"> <li>- In the field of international marketing, he formulates independent new conclusions, original ideas and solutions; is able to apply sound analyses and modeling methods, to develop strategies for solving complex problems, to make decisions in a changing domestic and international environment, as well as in a changing organizational culture.</li> <li>- Plans and manages marketing processes in business and non-profit organizations, manages marketing resources.</li> <li>- Able to formulate a professionally grounded opinion in the field of international marketing, to prepare and make decisions. He uses an interdisciplinary approach to analysis and practical problem solving, where appropriate.</li> <li>- Able to develop effective international marketing strategies. Able to analyze the geopolitical, social, cultural and religious aspects of the international business environment.</li> <li>- Able to plan and organize international marketing activities in a business organization, international organizations, government institutions, as well as to apply the elements and methods learned during this process, to formulate conclusions, make proposals and make decisions.</li> <li>- He participates in group task solutions; he plans, directs, organizes, coordinates and evaluates activities.</li> </ul>									
<i>Attitudes:</i>									
<ul style="list-style-type: none"> <li>- He is critical of his own work and that of his peers, and shows innovative and proactive behavior in dealing with international marketing problems. He considers it his duty to correct the errors.</li> <li>- He is open and inclusive of new developments in international marketing science and practice.</li> <li>- He strives to improve his knowledge and working relationships.</li> <li>- He is characterized by the ability to renew knowledge, open-mindedness, tolerance and the ability to cooperate.</li> </ul>									
<i>Autonomy, responsibility:</i>									
<ul style="list-style-type: none"> <li>- Independently selects and applies relevant problem-solving methods in the fields of international marketing, independently performs analytical, decision-preparation and consulting tasks in these fields.</li> <li>- He takes responsibility for his own work.</li> <li>- He is initiator in solving international marketing problems and developing international marketing strategies.</li> <li>- Applies a wide range of methods and techniques independently in practice in contexts of different complexity and predictability to varying degrees.</li> </ul>									
<b>Course content , topics:</b>									
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.

### Learning methods:

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

Students have to choose a case study in the first seminar class to be presented in small groups including answering the discussion questions. The date of the presentation will be chosen together with the case study; the presentations will be in seminar classes. Participation in the case presentation is compulsory, no make-up assignments will be given. Each case presentation will be followed by a class discussion initiated by another small group chosen by the instructor; therefore it is advisable for the whole class to read the case before the presentation takes place. Both the case presentation and the reflection by another group will be evaluated and added to the seminar work results.

### Assessment

The calculation of the final grade is as follows:

- Seminar work (case presentation + case reflection) 10 + 5% AND
- Written exam at the end of the semester 85%

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)

The final result will contain the seminar work and the online assignment results in case of repeated examinations, too. Attendance is expected and is taken at the beginning or the end of each class. More than three absences from seminar classes for any reason will result in denial of the signature for the class.

### Compulsory readings:

Green, Mark C.–Keegan, Warren J. (2020): Global Marketing. Global Edition, 10th Edition, Pearson, Boston, ISBN-13: 9781292304021 (print) OR 9781292304038 (eText) OR

Green, Mark C.–Keegan, Warren J. (2020): Pearson MyLab Marketing with Pearson eText - Instant Access - for Global Marketing, Global Edition, 10th Edition, Pearson, Boston, ISBN-13: 9781292304144 (eText+MyLab Marketing access code) OR

Green, Mark C.–Keegan, Warren J. (2020): Global Marketing. Global Edition, 10th Edition, Pearson, Boston + Green, Mark C.–Keegan, Warren J. (2020): Pearson MyLab Marketing with Pearson eText - Instant Access - for Global Marketing, Global Edition, 10th Edition, Pearson, Boston, Package ISBN-9781292304120 (print+eText+MyLab Marketing access code)

### Recommended readings:

Albaum, Gerald–Duerr, Edwin–Josiassen, Alexander (2016): International Marketing and Export Management. 8th Edition, Pearson, ISBN-10: 1292016922, ISBN-13: 9781292016924

Cateora, Philip R.–Money, R. Bruce–Gilly, Mary C.–Graham, John L. (2020): International Marketing. 18th Edition, McGraw-Hill, New York, ISBN-10: 1259712354, ISBN-13: 9781259712357

Green, Mark C.–Keegan, Warren J. (2020): Pearson MyLab Marketing- Instant Access - for Global Marketing. Global Edition, ISBN-13: 9781292304076

Hollensen, Svend (2020): Global Marketing. 8th Edition, Pearson, ISBN-13: 9781292251806

## Syllabus

Week	Topics
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.	The Political, Legal, and Regulatory Environments of Global Marketing 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.
6.	Global Information Systems and Market Research 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.
7.	Segmentation, Targeting, and Positioning 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.
8.	Importing, Exporting, and Sourcing 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.
9.	Global Market Entry Strategies: Licensing, Investment, and Strategic Alliances 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.
10.	Product and Brand Decisions 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.
11.	Pricing Decisions LO: Students understand the law of one price, price floors & ceilings, optimum prices, target costing, price escalation, environmental issues of pricing, gray market goods, dumping, price fixing, transfer pricing, and countertrade.
12.	Global Marketing Channels and Physical Distribution LO: Students know the different channel structure options, the consumer and industrial distribution channels, global retailing, and the physical distribution, supply chains, and logistics including six types of transportation.
13.	Global Marketing Communications Decisions I. 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.
14.	Global Marketing Communications Decisions II. LO: 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.

\*LO learning outcomes

Course title:		Hungarian:		<b>Haladó fejlődésgazdaságtan I.</b>		Code:	<b>GT_MNGNE008-17</b>	
		English:		<b>Advanced Development Economics I.</b>				
Institute:		Institute of Economics and World Economy						
Prerequisites:		-				Code:		
Type		Classes per week				Requirement	Credit	Language of instruction:
		Lecture(s)		Seminar(s)				
Full time	<b>x</b>	per week	<b>3</b>	per week	<b>0</b>	<b>K</b>	<b>4</b>	<b>English</b>
Part-time								
Responsible instructor		name:		<b>Dr. habil. László Erdey</b>		academic position	<b>associate professor</b>	
Course goals:								
<p>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 fundamental problems like income inequality, the accumulation and role of human capital, urbanization and rural-urban migration, main demographic trends.</p>								

**Competences:***Knowledge:*

- Possesses the knowledge of modern, theoretically demanding mathematical-statistical, econometric and modelling methods of problem identification, formulation and solution, information collection and processing, and is familiar with their limitations.
- Knowledge of the socio-economic context and the factors influencing it at local, regional, national and international levels. Knowledge and use of economic, international economic, world economic, management and decision theories, and analysis methods.
- analytical and problem-solving methods, their application conditions and limitations.

In addition to a high level of knowledge of the academic language, he/she has a command of economic terminology, idiomatic expressions, and idiomatic expressions in his/her mother tongue and at least one foreign language.

*Capabilities:*

- Ability to independently formulate new conclusions, original ideas and solutions, apply sophisticated analysis and modelling methods, develop strategies to solve complex problems, and make decisions in a changing national and international environment and organizational culture.
- Ability to work effectively in an international, multicultural environment.

Ability to perform, organize, and manage complex professional functions within the job scope, apply methodologies creatively, formulate professionally sound opinions, and prepare and take decisions. Use an interdisciplinary approach to analysis and practical problem-solving when necessary.

- Ability to identify, assign and solve problems and new environmental phenomena in the functioning of corporate, regional, national and international organizations.
- Ability to develop effective international business strategies. Ability to analyze geopolitical, social, cultural and religious aspects of the international business environment.

Ability to plan and organize economic activities in business organizations, international organizations, governmental institutions, economic work, foreign trade, finance, development policy and economic policy processes, apply the elements and methods learnt, draw conclusions, make proposals, and make proposals and decisions.

- Participate in national and international projects, group work, planning, managing, organizing, coordinating and evaluating activities.

*Attitudes:*

- Critical attitude towards own and subordinates' work and behaviour, innovative and proactive in dealing with economic problems.
- Open and receptive to new developments in economic knowledge and practice.

A sophisticated, ethical and objective intellectual approach to people and social problems focuses on broader societal, sectoral, regional, national, and European values (including societal, social and ecological, sustainability).

- Assume and authentically represent the social role of the profession and its fundamental relationship with the world.

Being committed to general social values and socially sensitive both at home and internationally.

- A commitment to quality, sustainability and diversity. Critical of own and subordinates' knowledge, work and behaviour. The student is committed to correcting mistakes and developing his staff.

- Being interested in the results and solutions of related disciplines and open to networking.

*Autonomy, responsibility:*

- He/she takes responsibility for his/her work, for the organization he/she manages, for his/her company and his/her staff. Independently identifies, plans, organizes, takes responsibility for and is accountable for his/her own and his/her subordinates' professional and general development.
- Demonstrates initiative and responsibility in social and public affairs towards colleagues and subordinates.

Independently applies a wide range of methods and techniques in practice in varying complexity and predictability contexts.

- He/she is involved in research and development projects, mobilizing his/her theoretical and practical knowledge and skills in a team autonomously and in cooperation with the other members of the team in order to achieve the objectives.

**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%

Classwork (seminars) 40%

Class participation (lectures), 20%



The final result will be evaluated according to the following schedule: 0-60%– 1, 61-70%– 2, 71-80%– 3, 81-90%–4, 91-110%– 5.

Students with a final result under 61% lose all points collected during the semester. They may assign for a make-up exam in the examination period.

**Compulsory readings:**

Michael P. Todaro—Stephen C. Smith (2020): Economic Development, 13th Edition, Pearson, selected chapters (ISBN 9781292291154)

Branko Milanovic (2020): Capitalism, Alone: The Future of the System That Rules the World, Harvard University Press (ISBN13 9780674987593)

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

Hans Rosling, Anna Rosling Rönnlund, Ola Rosling (2018): Factfulness: Ten Reasons We're Wrong About the World--and Why Things Are Better Than You Think, Flatiron Books, ISBN 9781250123817

## Syllabus

Week	Topics
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
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

Course title:	Hungarian:	<b>Kutatásmódszertan</b>				Code:	GT_MVINE028-17	
	English:	<b>Research Methodology</b>						
Institute:		<b>Institute of Economics and World Economy</b>						
Prerequisites:		-				Code:		
		Classes per week				Requirement	Credit	Language of instruction:
		Lecture(s)		Seminar(s)				
		per week	<b>0</b>	per week	<b>2</b>		<b>4</b>	<b>English</b>
Responsible instructor		name:		<b>Enikő Pergéné Szabó</b>		post		
Instructor		name:				post		
<b>Competences</b>								
<p><b>Knowledge:</b> The student will be familiar with the most basic methods of information gathering, analysis, problem solving and problem solving in the field. The information collected and organised will be able to cite it correctly using both traditional and online reference management software</p> <p><b>Capabilities:</b> Ability to identify and define problems, extract key information from data and develop workable solutions for the problems identified. Comparing data from different sources to draw conclusions. Using his/her theoretical, conceptual and methodological knowledge, the student is able to formulate precisely the topic for which the student is collecting information and literature. After completing the course, they will be able to collect and organise the facts and data needed to carry out the task, and to explore simple causal relationships.</p> <p><b>Attitudes:</b> Student is receptive to new information, new professional knowledge and methodologies, new databases and search and analysis techniques.</p> <p><b>Autonomy, responsibility:</b> Independently organise the collection, collation and evaluation of data. Assumes professional, legal and ethical responsibility for his/her analyses, conclusions and decisions.</p>								
<b>Course goals:</b>								
With the help of this class students will be to be able to identify what information is needed, understand how the information is organized, identify the best sources of information for a given need, locate those sources, evaluate the sources critically and share that information.								
<b>Course content , topics:</b>								
Library. Research Process: Research Assignments. Formulating the research topic. Reviewing the literature.Resource Types and evaluating the information. Navigating the Information Landscape: Search Engines, Databases, Discovery tools. Citations and Bibliographies. Open access. Reference Manager Softwares								
<b>Learning methods:</b>								
Interactive participation in seminars to practice and discuss topics and assignments.								
<b>Assessment</b>								
Two written exams during the semester. The first is about „Searching tools and technics” and the second is about: "How to cite and create bibliography?"								
<b>Compulsory readings:</b>								
Lomas, R. (2011): <a href="#">Mastering your business dissertation : how to conceive, research, and write a good business dissertation</a> . Routledge, New York, 159 p. ISBN: 9780415596787								
<b>Recommended readings:</b>								
Babbie, Earl R. (2016): <a href="#">The Practice of Social Research</a> , 14th edition. Cengage Learning, Boston, MA, 566 p. ISBN: 9781305104945								

## Syllabus

Week	Topics
1.	Introduction. Overview of the Course. The characteristics of our library. LO: Students gain knowledge about the University and National Library, University of Debrecen
2.	Concepts and types of scientific research. Basics of effective information retrieval, information sources, general concepts LO: Students gain knowledge about the concepts of scientific research.
3.	Elements of research design. First steps of research. LO: Students gain knowledge about the research design
4.	Internet Search Techniques. E-resources and Databases. LO: Students gain knowledge about the secondary sources
5.	Databases. Search techniques. Practice LO: Students gain knowledge about search techniques
6.	Open Science. Overview of possible alternatives to get a pdf of the full-text of scientific papers LO: Students gain knowledge about the Open Science.
7.	How to Give a Presentation? The secret of good presentation. LO: Students gain knowledge about presenting research outcomes
8.	Exam (Searching tools and technics)
9.	Research ethics. How to avoid plagiarism? LO: Students gain knowledge about plagiarism
10.	How to cite and create reference list? LO: Students gain knowledge about creating reference list
11.	Reference Manager Softwares - Practice LO: Students gain knowledge about using reference manager softwer
12.	Reference Manager Softwares -Practice LO: Students gain knowledge about using reference manager softwer
13.	Exam
14.	Summary, evaluation

\*LO learning outcomes

Course title:	Hungarian:	<b>gazdasági növekedés és üzleti ciklusok</b>				Code:	<b>GT_MNGNE031-17</b>	
	English:	<b>Economic Growth and Business Cycles</b>						
Institute:		Faculty of Economics and Business Institute of Economics						
Prerequisites:		-				Code:	-	
		Classes per week				Requirement	Credit	Language of instruction:
		Lecture(s)		Seminar(s)				
		per week	<b>2</b>	per week	<b>2</b>	<b>terminal examination</b>	<b>5</b>	<b>English</b>
Responsible instructor		name:	<b>Czeglédi, Pál</b>					
Instructors		name:				academic position		
<b>Course goals:</b>								
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								
<b>A list of the required professional competences and competence elements (knowledge, skills, etc., KKK point 7) to which the subject typically and substantially contributes)</b>								
<i>Knowledge:</i>								
The student has mastered the concepts, theories, processes and characteristics of economics and the micro and macro levels of economic organisation, and he or she is familiar with the main economic facts.								
<i>Ability:</i>								
The student has the ability formulate new conclusions, original ideas and solutions independently, to apply sophisticated methods of analysis and modelling, to develop strategies to solve complex problems, to make decisions in a changing national and international environment and organisational culture.								
<i>Attitude:</i>								
He or she is open and receptive to new developments in economics and practice.								
<i>Autonomy and responsibility:</i>								
He or she is involved in research and development projects, mobilises theoretical and practical knowledge and skills in the project team in an autonomous way, in cooperation with the other members of the team, to achieve its objective.								
<b>Course content , topics:</b>								
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 analyse the Keynesian and the real business cycle approach to understanding business cycles.								
<b>Learning methods:</b>								
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.								
<b>Assessment</b>								
The students are required to solve different problems during the semester. Only those will be eligible to take the final exam whose scores are at least 50%.								
The endterm test (exam) is a written test. The final grade is based on the sum of the scores of the problems solved during the semester and the endterm. Class work may also be considered. The results are evaluated in accordance with the following grading schedule:								
0 - 50% – fail (1)								
50.01% - 64 % – pass (2)								
64.01% - 76% – satisfactory (3)								
76.01% - 87% – good (4)								
87.01% - 100% – excellent (5)								
<b>Compulsory readings:</b>								
Williamson, Stephen D. (2014). Macroeconomics. Fifth (International) Edition, Pearson. ISBN: 9781292000459								
Mankiw, G. N. (2016). Macroeconomics. Ninth edition, Worth Publishers. (Earlier editions are equally good to preparing for the exam). ISBN: 978 0 7167 6213 3 0 7167 6213 7								

**Recommended readings:**

- Landsburg, S. E. (2019). The Essential Milton Friedman. Fraser Institute, Vancouver, Canada. [link](#)
- Minford, P. and Peel, D. (2019). Advanced Macroeconomics: A Primer. Edward Elgar Publishing. ISBN: 978 1 78897 099 0
- Jones, C. I. (2016): The Facts of Economic Growth. In: Taylor, J.B, Uhlig, H. (eds), Handbook of Macroeconomics, Volume 2, Amsterdam: Elsevier (North-Holland), pp. 3-69. <https://doi.org/10.1016/bs.hesmac.2016.03.002>. ISBN: 9780444594877
- Prescott, E. C. (2006): Nobel Lecture: The Transformation of Macroeconomic Policy and Research. Journal of Political Economy , Vol. 114, No. 2, 203-235. [link](#)

## Syllabus

week	topics	readings
1	Introduction and measuring issues LO: How to measure GDP and real GDP, inflation, unemployment	Williamson (2014), chapters 1-2
2	Business cycle measurement LO: Understanding the fundamental notions to describe business cycles	Williamson (2014), chapter 3
3	Economic growth: the Malthusian model LO: Understanding the lack of economic growth in a resource-constrained economy without capital accumulation.	Williamson (2014), chapter 7
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.	Williamson (2014), chapter 7
5	Economic growth: the Solow model I LO: Main assumptions and derivation of the steady state.	Williamson (2014), chapter 7
6	Economic growth: the Solow model II LO: The implications of the model: conditional convergence, the golden rule of capital accumulation, and growth accounting.	Williamson (2014), chapter 7
7	The theory of aggregate demand and aggregate supply LO: The quantity theory of money as a theory of aggregate demand; models of aggregate supply	Mankiw (2016), chapters 10, 14.
8	A dynamic model of economic fluctuations LO: Building up and using the five-equation model of the economy	Mankiw (2016), chapter 15
9	Closed-economy one-period macroeconomic model I LO: How to model the representative household and the representative firm.	Williamson (2014), chapter 4
10	Closed-economy one-period macroeconomic model II LO: Understanding the logic of general equilibrium conditions and their meaning.	Williamson (2014), chapter 5
11	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.	Williamson (2014), chapter 9
12	Real intertemporal model with investment LO: Understanding the intertemporal dimension of the RBC model	Williamson (2014), chapter 11
13	Unemployment and job search LO: Being aware of different explanations of the natural rate of unemployment.	Williamson (2014), chapter 6
14.	Summary LO: Reconciling the links between models	lecture

\*LO learning outcomes

Course title:	Hungarian:	<b>Nemzetközi Pénzügyek</b>				Code:	<b>GT_MNGNE010-17</b>	
	English:	<b>International Finance</b>						
Institute:		Faculty of Economics and Business, Department of Accounting and Finance						
Prerequisites:		Corporate finance I				Code:	GT_AGMNE008	
Training type		Classes per week				Requirement	Credit	Language of instruction:
		Lecture(s)		Seminar(s)				
Full time	<b>X</b>	per week	<b>2</b>	per week	<b>1</b>	<b>Exam</b>	<b>4</b>	<b>English</b>
Correspondence		per semester	<b>28</b>	per semester	<b>28</b>			
Responsible instructor		name:	<b>Balázs Fazekas, PhD</b>			post	<b>assistant professor</b>	
Instructor		name:				post		
Course goals:								
The goal of the course is to introduce the students the basics of the corporate finance, calculation and meaning of the long-term financing.								
<b>Course content , topics:</b>								
During the course Students get acquainted with capital markets, risk and return, Markowitz portfolio theory and the Capital Asset Pricing Model. Students will learn about the funding forms, capital structure and the cost of capital. By using WACC and free cash flows Students will learn the basics of project and firm valuation.								
<b>Learning methods:</b>								
Students need to process the topics discussed on the lectures at home as well. The understanding of the topics is helped by various calculation based practical exercises. Students have access to various e-learning systems.								
<b>Assessment</b>								
<b><u>Requirements for getting the signatures:</u></b>								
Requirement for getting the signature is the regular attendance of seminars in accordance to the Statue of Teaching and Examination and the Ethical Code of UD. Based on the Statue of Teaching and Examination the number of absences cannot exceed 2 occasions, otherwise the signature is denied.								
<b><u>Learning materials:</u></b>								
In the e-learning course the lecturers publish the learning materials of lectures and seminars. The workload of lessons and home learning is approximately 50-50%, the materials for home learning are given in compulsory readings.								
<b><u>Grading system:</u></b>								
<b><u>Exam opportunities:</u></b>								
For passing the course the requirement is to take a successful exam. Exam dates will be published for every week during the exam period. The limit of exams is 1.5 times the number of Students who are entitled for taking the exam. The exam dates will be published in the Neptun for the Students in the final week of the term-time. After that the limits won't be extended and further exam dates won't be published. Only those Students are entitled for participating on the exam, who registered for the given exam in the Neptun. Based on the Statue of Teachings and Examination if the number of Students registered for the exam is below 10 the teachers are not liable to keep the exam.								
<b><u>Topics and structure of tests:</u></b>								
Exams cover all the topics of the semester. Tests are electronic written tests via the official e-learning site of UD. Tests include theory and practical questions in 50-50% ratio. The questions are connected to the topics of lectures and seminars and to the compulsory readings.								
<b><u>Evaluation of tests:</u></b>								
Exam grade is given based on the score of the test. (Theory and practical parts have 50-50% in evaluation, but there is no minimum requirement for the theory or the practical part alone, the final score is the average of the theory and practical parts.) Based on test score the grades are the following:								
under 60%:		1, fail						
60-69%:		2, pass						
70-79%:		3, satisfactory						

80-89%: 4, good  
 90-100%: 5, excellent

Teachers and Students must follow the guidelines in every situation the UD's Statute of Teaching and Examination and its Ethical Code.

**Compulsory readings:**

Topics of the lectures and seminars.

Krugman, P. R. - Obstfeld, M. – Melitz, M. (2018). *International Economics. Theory and Policy – 11th edition.* Pearson

Levi, M. D. (2009). *International Finance. – 5th edition.* Routledge. New York

**Recommended readings:**

Books and studies presented in the slides.

## Syllabus

### Syllabus – Weekly Schedule

1.	Lecture: Balance of Payments Seminar: Calculations and case studies connected to the lecture.
2.	Lecture: Exchange rates 1. Seminar: Calculations and case studies connected to the lecture.
3.	Lecture: Exchange Rates 2. Seminar: Calculations and case studies connected to the lecture.
4.	Lecture: Balance of Payments Theories Seminar: Calculations and case studies connected to the lecture..
5.	Lecture: Equilibrium in Open Economies' Money Markets Seminar: Calculations and case studies connected to the lecture.
6.	Lecture: Output and Exchange Rates in Open Economies Seminar: Calculations and case studies connected to the lecture..
7.	Lecture: Monetary and Fiscal Policy in Open Economies 1. Seminar: Calculations and case studies connected to the lecture.
8.	Lecture: Monetary and Fiscal Policy in Open Economies 2. Seminar: Calculations and case studies connected to the lecture.
9.	
10.	Lecture: International Financial System 1 Seminar: Calculations and case studies connected to the lecture.
11.	Lecture: International Financial System 2 Seminar: Calculations and case studies connected to the lecture.
12.	Lecture: International Financial Organizations Seminar: Calculations and case studies connected to the lecture.
13.	Lecture: Optimal Currency Areas Seminar: Calculations and case studies connected to the lecture..
14.	Lecture: Test

\*LO learning outcomes



Course title:	Hungarian:	<b>nemzetközi gazdaságpolitikák</b>				Code:	GT_MNGNE009-17	
	English:	<b>International Economic Policy</b>						
Institute:		Institute of Economics, Institute of World Economy and International Relations Faculty of Economics and Business						
Prerequisites:		-				Code:	-	
		Classes per week				Requirement	Credit	Language of instruction:
		Lecture(s)		Seminar(s)				
		per week	2	per week	1	<b>terminal examination</b>	<b>4</b>	<b>English</b>
Responsible instructor		name:		<b>Czeplédi, Pál</b>				
Instructors		name:				academic position		
<b>Course goals:</b>								
<p>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.</p>								
<b>A list of the required professional competences and competence elements (knowledge, skills, etc., KKK point 7) to which the subject typically and substantially contributes)</b>								
<i>Knowledge:</i>								
The student has mastered the concepts, theories, processes and characteristics of economics and the micro and macro levels of economic organisation, and he or she is familiar with the main economic facts.								
<i>Ability:</i>								
The student has the ability formulate new conclusions, original ideas and solutions independently, to apply sophisticated methods of analysis and modelling, to develop strategies to solve complex problems, to make decisions in a changing national and international environment and organisational culture.								
<i>Attitude:</i>								
In his or her professional work, he or she is driven by curiosity and a desire to learn facts and relationship between different phenomena.								
<i>Autonomy and responsibility:</i>								
He or she usually thinks through and considers economic and non-economic implications in an autonomous and responsible manner when formulating professional questions.								
<b>Course content , topics:</b>								
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.								
<b>Learning methods:</b>								
Lectures, students' discussion of papers, answering quizzes.								
<b>Assessment</b>								
<p>Grading is based both on the seminar work (30%) and the written end-term test (70%). The students are expected to read the papers or articles assigned for the discussion before the discussion takes place on the seminar. The students will be tested if they have read the articles by asking them to answer some questions regarding the paper for that day. The initial test is followed by a discussion.</p> <p>The exam is a written test.</p> <p>The final evaluation follows from the grading schedule below:</p> <p>0 - 50% – fail (1)  50.01%+1 point - 64% – pass (2)  64.01% - 76% – satisfactory (3)  76.01% - 87% – good (4)  87.01% - 100% – excellent (5)</p>								

**Compulsory readings:**

Benassy-Quéré, A., Coeuré, B., Jacquet, P., Pisani-Ferry, J. (2010), *Economic Policy*, Oxford University Press, Oxford. ISBN: 9780195322736

Besley, T. (2006), *Principled Agents? The Political Economy of Good Government*. Oxford University Press, Oxford. ISBN: 9780199283910

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

Kasper, W., Streit, M. E., Boettke, P. J. (2012): *Institutional Economics. Property, Competition, and Policies*. Second Edition. Cheltenham: Edward Elgar. ISBN: 978 1 78100 662 7

Lemieux, P. (2004), *The Public Choice Revolution*. *Regulation*, Fall, pp. 22-29. [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 Pubic Choice*. Washington: Cato Institute. [link](#) ISBN: 978-1930865204

White, L. H. (1999), *The Theory of Monetary Institutions*, Blackwell Publishers, Massachusetts, USA. ISBN: 0631212140

White, L. H. (2012), *The Clash of Economic Ideas. The Great Policy Debates and Experiments of the Last Hundred Years*, Cambridge University Press, Cambridge. ISBN: 978 1 107 62133 6

White, L. H. (2023), *Better Money: Gold, Fiat, or Bitcoin?* Cambridge University Press, Cambridge. ISBN: 978-1-009-32745-9

**Recommended readings (and papers for discussion):**

Acemoglu, D. (2019): *The Fall of the Berlin Wall and Social Democracy*, project-syndicate.org, Nov 13, [link](#)

Cukierman, A. (2007), *The Revolution in Monetary Policymaking Institutions*, voxeu.org, 27 September, [link](#).

Czeglédi Pál (2018): *Miért kérdőjelezzük meg a piac szabadságát, amikor gazdasági válság van?* *Alföld*, (69. évf.) 10. sz. 62-70. old. [link](#)

Easterly, W., Levine, R. (2017), *The European origins of economic development*, Voxeu.org, február 3., [link](#)

Pisani-Ferry, J. (2018): *Euro Area Reform: An Anatomy of the Debate*, voxeu.org, november 15, [link](#)

Pisani-Ferry, J. (2021): *The Euro at 20*. project-syndicate.org, Dec 28, [link](#)

Sinn, H.-W., Sinn, G. (2015): *Do not perpetuate the Dutch Disease in Europe: Lessons from German reunification for a European Fiscal Union*. voxeu.org, 1 Nov, [link](#)

Wolf, Matthew (2019): *Why charter cities have failed*. *Devpolicy Blog*, The Australian National University. [link](#)

Bhattacharya, Shreya – Allen, Kye (2020): *Is the Charter Cities Moment Here?* *OxPol blog*, Department of Politics and International Relations at the University of Oxford, [link](#)

Lutter, Mark (2019): *Give Charter Cities a Second Look*. *City Journal*, the Manhattan Institute for Policy Research. [link](#)

Fox, Justin (2013): *What the Great Fama-Shiller Debate Has Taught Us*, *Harvard Business Review*, [link](#)

Casey, Michael J. (2013): *Nobel Laureates Shiller and Fama: The Oddest of Bedfellows*, *The Wall Street Journal*, [link](#)

Rodrik, Dani (2013): *Economics: Science, Craft, or Snake Oil?* *Institute for Advanced Study*, [link](#)

## Syllabus

week	lecture topics	lecture readings	seminar
1	Different approaches to government and economic policy I LO: The traditional approach to government intervention and the functions of government	Kasper, Streit, Boettke 2012, Ch. 10	---
2	Different approaches to government and economic policy II LO: Understanding the most important government failures	Besley, T. (2006), chapter 1, Lemieux (2003)	<i>Discussion:</i> Munger, Villareal-Diaz (2019)
3	Central banks and money LO: Understanding the (lack) of economic reasons for a central bank	White (1999), chapters 4-5	---
4	Dynamic inconsistency, price stability and monetary rules I LO: Understanding the fundamental dilemma of rule-following versus discretionary monetary policy	White (1999), chapter 10-11.	<i>Discussion:</i> Easterly (2019) Cukierman (2007)
5	Dynamic inconsistency, price stability and monetary rules II LO: General policy implications of the	White (1999), chapter 10-11.	---

	dynamic inconsistency problem		
6	Bank runs LO: Understanding the logic of self-fulfilling runs on the bank and their conditions	White (1999), chapter 6	<i>Discussion:</i> Alesina and Paradisi (2015) Goldstein and Razin (2013)
7	Political business cycles LO: How to explain the effect of electoral political on the business cycle	White (1999), chapter 9	---
8	Fundamentals and international aspects of fiscal policy I LO: Understanding the fundamentals of the budget and knowing some history of fiscal issues in Europe, US, and Japan	Benassy-Quéré et al. (2010), chapter 3	<i>Discussion:</i> Blanchard and Leigh (2013) Barro and Redlick (2009)
9	Fundamentals and international aspects of fiscal policy II LO: Understanding the fundamentals of the budget and knowing some history of fiscal issues in Europe, US, and Japan	Benassy-Quéré et al. (2010), chapter 3	--
10	Deficit, debt, and inflation LO: Understanding the “chicken game” between fiscal and monetary policy and the unpleasant consequences of a fiscal dominance	White (2012), chapter 15	<i>Discussion:</i> Suyker and Mohlmann (2015)
11	The political economy of the Euro zone LO: Different views on why there is a Eurozone crisis and what to do about it	De Grauwe (2013), Selgin (2012)	--
12	The political economy of the Euro zone LO: Different views on why there is a Eurozone crisis and what to do about it	De Grauwe (2013), Selgin (2012)	<i>Discussion:</i> Sinn and Sinn (2015)
13	Why are institutional quality so different over the world? LO: Understanding the model of Institutional Possibilities Frontier	Lecture; background: Djankov et al. 2003	
14	Summary		<i>Discussion:</i> Acemoglu (2019)

\*LO: learning outcomes

Course title:		Hungarian:		<b>The Law of International Economic Relations</b>		Code:	GT_MNGNE011-17		
		English:							
Institute:				Institute Economics and World Economy Faculty of Economics and Business					
Prerequisites:				-		Code:			
		Classes per week				Requirement	Credit	Language of instruction:	
		Lecture(s)		Seminar(s)					
Full time	<b>X</b>	per week	<b>3</b>	per week	<b>0</b>	<b>K</b>	<b>5</b>	<b>English</b>	
Part time									
Responsible instructor				name:				post	
Instructor				name:		Dr. Tamás Fézer		post professor	
<b>Course goals:</b>									
<p>The course intends to provide a deep introduction on the legal authorities related to international commerce from a purely business-oriented perspective. During the classes, the most important international treaties and conventions related to the sporadic regulatory areas of international business law, such as international sales law, transportation (carriage of goods by the sea), dispute settlement, intellectual property law. Also, the course has an agenda to provide an insight to the law of the European Union in relation to certain business matters (company law, consumer law, liability law).</p>									
<b>Course content, topics:</b>									
<p>The course content is divided into two categories. The international legal authorities of business law pose a viable area to govern international and cross-border business relations from a global perspective. On the other hand, the law of the European Union – mainly the relevant directives of the Council and of the Parliament – imposes clear obligations to businesses when conducting cross-border commerce in the single European market. The course merges the two regulatory competences and aims to provide a comprehensive overview on the present state of international and European business law as well as to grant an insight to the most recent challenges legal authorities are facing these days.</p>									
<b>Learning methods:</b>									
<p>Classes follow two teaching methods. Other than providing an insight to the legal policies and motivations lying behind the adoption of relevant legal authorities, the course aims to make students familiar with the interpretation and practical application of these authorities in order to form business relations based on the assumption on how dispute settlement bodies (municipal courts, arbitration committees etc.) would interpret and enforce their promises.</p>									
<b>Assessment</b>									
<p>Interaction is required from all students to work on hypothetical cases and problems during the classes. Class attendance is mandatory; 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.</p> <p>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 grade will be calculated following the pattern below:</p> <p>&lt;51%– 1 (fail)  51-65%– 2 (satisfactory)  66-75%– 3 (fair)  76-89%– 4 (good)  90-100%– 5 (excellent)</p>									
<b>Compulsory readings:</b>									
<p><i>United Nations Convention on Contracts for the International Sale of Goods</i>, United Nations, New York, 2010. available at: <a href="https://www.uncitral.org/pdf/english/texts/sales/cisg/V1056997-CISG-e-book.pdf">https://www.uncitral.org/pdf/english/texts/sales/cisg/V1056997-CISG-e-book.pdf</a></p> <p>TWIGG-FLESNER, Christian: <i>The Cambridge Companion to European Union Private Law</i>, Cambridge University Press, Cambridge, 2010.</p>									
<b>Recommended readings:</b>									
<p>SAUTER, Wolf – SCHEPEL, Harm: <i>State and Market in European Union Law: The Public and Private Spheres of the Internal Market Before the EU Courts</i>, Cambridge University Press, London, 2009.</p>									

## Syllabus

<b>Week, Topics</b>	
1.	<p>Introduction to international business law. Legal sources, scope, subjects and principles.</p> <p>LO: Students will be familiar to the basic definitions and terms we use throughout the course.</p>
2.	<p>Foreign investments. Bank transactions and payments in international business relations.</p> <p>LO: Students get an insight to the regulatory methods and techniques on how to protect foreign investment, and on the most common payment transactions.</p>
3.	<p>Regulation of consumer contracts in Europe: e-commerce, distance selling, timesharing.</p> <p>LO: Students will be capable of identifying the information requirements and special obligations related to B2C transactions in the EU.</p>
4.	<p>International Sale of Goods. The Vienna Convention (CISG) I.: Scope and formation.</p> <p>LO: Students will be capable of deciding how a binding sales agreement can be formed under the rules of the CISG, and in which cases the Convention apply.</p>
5.	<p>International Sale of Goods (CISG) II.: Rights and obligations of the parties, breach and remedies</p> <p>LO: Students will be able to find the most suitable remedy to breach scenarios and can value the advantages and disadvantages of each option granted by the CISG,</p>
6.	<p>Transportation I.: INCOTERMS trade terms</p> <p>LO: Students get an insight in the legal implication of the popular INCOTERMS trade terms.</p>
7.	<p>Transportation II.: Carriage of Goods by the Sea</p> <p>LO: Students will be familiar with the importance of bill of lading, and the unified rules on the liability of seagoing carriers.</p>
8.	<p>European company law: directives and regulations</p> <p>LO: Students get an understanding on the minimum standards for company laws in the EU and on the operation of supranational companies.</p>
9.	<p>Tort liability in international business relations</p> <p>LO: Students will understand the preconditions to tort liability and the assessment of damages in tort cases.</p>
10.	<p>Liability of air carriers in the European Union.</p> <p>LO: Students get an example of an important sector of European economy, aviation law, and its consumer law relations.</p>
11.	<p>Intellectual property law in an international dimension</p> <p>LO Students will get an insight on the international minimum standards in the protection of copyrighted materials and industrial properties.</p>
12.	<p>Dispute Settlement I.: Diplomacy, International Tribunals (WTO, ICSID)</p> <p>LO: Students will be familiar with the basic techniques of dispute settlement through mediation, negotiation, and inquiry, as well as on the competences and procedure of international tribunals.</p>
13.	<p>Dispute Settlement I.: Municipal courts</p> <p>LO: Students will be familiar with basic rules of private international law and the jurisdiction of municipal courts examining the options for immunity.</p>
14.	<p>Summary</p> <p>LO: Students can see the big picture and a brief comparison on how EU law fits in the international framework of business law.</p>

\*LO learning outcomes

Course title:	Hungarian:	A világgazdaság története				Code:	GT_MNGNE029-17	
	English:	The Economic History of the World						
Institute:		Faculty of Economics and Business, Institute of World Economy and International Relations						
Prerequisites:		-				Code:		
Type		Classes per week				Requirement	Credit	Language of instruction:
		Lecture(s)		Seminar(s)				
Full time	x	per week	2	per week	1	final grade	4	English
Part time								
Responsible instructor		name:	Prof. Dr. Csaba Lévai			academic position	Professor	
Course goals:								
This course studies the birth and economic development and of the modern world system from the great explorations to the middle of the twentieth century.								
<b>Competences:</b>								
<i>Knowledge:</i> The student is familiar with the basic theories, research methods, international contexts of historical development.								
<i>Abilities:</i> The student is able to interpret the economic progress and the processes of business politics, and to an informed decision-making autonomously								
<i>Attitudes:</i> 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.								
<i>Autonomy, responsibility:</i> The student takes responsibility for his/her analyses conclusions and decisions.								
<b>Course content , topics:</b>								
It is not the purpose of the course to survey the economic history of the world from the beginnings of human history to the present. The main emphasis will be laid on the history European economy, but it will be discussed it in the context of the contacts of European economy to the rest of the world. The course starts to examine the history of European economy from the European exploration of the world, when as a consequence of the expansion of European economy the modern world-system had started to emerge. For the sake of the better understanding of the topic the course also discusses some leading ideas concerning the long-term economic development of the world economy. Then it investigates the history of European economy during the early modern and modern periods (18-19 <sup>th</sup> centuries). Then comes the discussion of the impacts of World War I on the world-system, and the investigation of the economic history of Europe between the two world wars. The course examines the 18-20 <sup>th</sup> century economic development of Europe from a regional perspective, and in the context of its contacts to the rest of the world. The lecturer also presents the main economic ideas and economic policies of the discussed historical periods. In connection with the economic contacts of Europe and the other parts of the world a great emphasis will be also laid on the discussion of the economic development of the United States of America.								
<b>Learning methods:</b>								
Teachers presentation, lectures								
Practice: small group processing, team work, student presentations (case studies)								
<b>Assessment</b>								
<ul style="list-style-type: none"> <li>• Regular participation</li> <li>• Knowledge of and class work with the required reading</li> <li>• Students have to choose one of the topics and write an essay about it at home. They have to upload it to the e-learning system by a date to be discussed at the end of the semester. 8-10 pages long; Times New Roman, font size 12, double spaced; Students can attach maps, diagrams, tables etc. to their essays, but these materials are not considered the part of the main text of the 8-10 pages long essay, but an attachment of it.</li> </ul>								

**Compulsory readings:**

- **Neal, Larry; Cameron, Rondo:** A Concise Economic History of the World: From Paleolithic Times to the Present. Oxford University Press, 2003.
- **Wallerstein, Immanuel Maurice:** The capitalist world-economy: Essays. Cambridge University Press; Editions de la Maison des Sciences de l'Homme, 1980.
  - **Randy Charles Epping :** The Beginner's Guide To The World Economy (Revised Edition 2nd Vintage Books)

**RECOMMENDED READINGS**

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

Syllabus / topics	
29.	<b>Theoretical introduction. Historical theories concerning the emergence and the development of the economic world-system (I. Wallerstein, N. D. Kondratiev, W. W. Rostow, S. Kuznets, A. Gerschenkron)</b> LO* Understanding of the semester goals and requirements
31.	<b>The economy of medieval Europe and the contacts of it with the rest of the world. The economic consequences of the European exploration of the world. The beginnings of European colonization. The emergence of the modern world system in the early modern period.</b> LO Professional interpretation of the lecture, active use ability
33.	<b>Economic theory and policies in early modern Europe: mercantilism and the physiocrats</b> LO Professional interpretation of the lecture, active use ability
35.	<b>Industrial revolution or industrialization? The breakthrough of modern industrialization in the United Kingdom.</b> LO Professional interpretation of the lecture, active use ability
37.	<b>The economic development of continental Western Europe during the 19th century</b> LO Professional interpretation of the lecture, active use ability
39.	<b>Economic backwardness in historical perspective. The economic development of East Central Europe and Eastern Europe during the 19th century</b> LO Professional interpretation of the lecture, active use ability
41.	<b>From colony to economic great power. Economic history of the United States of America from the beginnings to the outbreak of the First World War</b> LO Professional interpretation of the lecture, active use ability, student presentation
43.	<b>Economic theories and policies in the 19th century. Classical economics and the critics of it</b> LO Professional interpretation of the lecture, active use ability, student presentations
45.	<b>The economic consequences of the First World War and the peace treaties</b> LO Creative use of the learned concepts, interpretations and methods, student presentations
47.	<b>Depression and reconstruction after the First World War. The Great Depression and the efforts of recovery during the 1930s.</b> LO Creative use of the learned concepts, interpretations and methods, student presentations
49.	<b>The economic development of the United Kingdom and continental Western Europe in the period between the two world wars.</b> LO Creative use of the learned concepts, interpretations and methods, student presentations
51.	<b>The economic development of East Central Europe and Soviet-Russia in the period between the two world wars.</b> LO Creative use of the learned concepts, interpretations and methods, student presentations
53.	<b>The economic development of the United States of America in the period between the two world wars</b> LO Being prepared to the final examination test
55.	<b>Economic theories and policies in the period between the two world wars</b> LO Professional interpretation of the lecture, active use ability

\*LO learning outcomes

Course title:		Hungarian:		A gravitációs modell a társadalomtudományokban		Code:	GT_MNGNE116-17		
		English:		The gravity model of social sciences					
Institute:				Institute of World Economy and International Relations					
Prerequisites:				-			Code:	-	
		Classes per week				Requirement	Credit	Language of instruction:	
		Lecture(s)		Seminar(s)					
Full time	X	per week	0	per week	2	E	3	English	
Part time									
Responsible instructor				name:	Dr. Ádám Márkus		post	Senior Lecturer	
Instructor				name:			post		
Course goals:									
to help the students to understand the main features of the gravity model, and to show possible research areas where the model can be utilized. Further goals are to bring econometrics closer to students, and to look at how an empirical estimation can be conducted based on the gravity model. The course also aims to help the students to read and process empirical papers related to the model.									



**Competences:***Knowledge:*

## The student

- has mastered the concepts, theories, processes and characteristics of economics and the micro and macro levels of the economy and is familiar with the key economic facts.
- is familiar with the most recent, theoretically based mathematical-statistical, econometric methods of problem identification, problem framing, problem solving, information collection and information analysis and is aware of their limits
- is aware of socio-economic linkages and the factors that influence them at local, regional, national and international levels.
- is aware of and able to use the analyzing methods of economics, international economics, world economics and decision making
- is aware of and understands problem-solving techniques required for research in this field, for processing literature and for innovative empirical work
- is aware of and understands management methods of colleagues, teams, projects and larger organizations
- is aware of and understands the practice, trends and effects of economic policy and international trade relations

*Capabilities:*

## The student

- independently formulates new conclusions, original ideas and solutions, applies sophisticated methods of analysis and modelling, develops strategies to solve complex problems and makes decisions in a changing national and international environment and organizational culture.
- after acquiring practical knowledge and experience, the student will manage medium and large enterprises, complex organizational units, perform a comprehensive economic function in a company, plan and manage complex business processes and resources.
- is able to work effectively in an international, multicultural environment, too.
- is able to develop effective international business strategies and to analyze the geopolitical, social, cultural and religious aspects of the international business environment.
- is able to plan and organize economic activities in companies, international organizations, government institutions regarding foreign trade, finance, development policy and economic policy processes, and to apply the elements and methods learned, to draw conclusions, do proposals and make decisions.
- participates in national and international projects and group tasks, plans, manages, organizes, coordinates and evaluates activities as a leader.

*Attitudes:*

## The student

- is critical of his own and his subordinates' work and behavior, and is innovative and proactive in dealing with economic problems.
- is open and receptive to new developments in economics and practice.
- has a cultured, ethical and objective intellectual approach to people and social problems, and takes into account wider social, sectoral, regional, national and European values (including social, socio-ecological and sustainability aspects).
- strives to develop his knowledge and working relationships, works in cooperation with his colleagues
- is open to changes in the wider economic and social environment of his job, and the company, and seeks to follow and understand changes.
- when making decisions he seeks to take into account the opinions of others as well as sectoral, regional, national and European values (including social, societal and ecological, sustainability aspects) in a responsible way
- strives for lifelong learning in and outside the world of work.

*Autonomy, responsibility:*

## The student

- independently organizes the analysis of economic processes, as well as the collection, systematization and evaluation of data.
- takes responsibility for his analyses, conclusions and decisions
- assumes responsibility for compliance with professional, legal and ethical standards as well as rules related to his work and behavior.
- independently monitors changes in the socio-economic and legal environment affecting his field.
- follows and applies the relevant policies partly autonomously.
- holds presentations and conducts debates independently.

**Course content , topics:**

Origins of the model in different fields of social sciences, theoretical underpinnings of the model, the problem of distance, useful databases, the problem of intranational trade, basics of cross sectional and panel regressions

**Learning methods:**

Analysing the main findings of theoretical papers, get acquainted with databases, analyzing empirical examples, conducting an empirical analysis

<b>Assessment</b>
Presentation (50%), MC test (20%), Homework (30%) 0-52% fail, 53-64% pass, 65-75% satisfactory, 76-87% good, 88-100% excellent
<b>Compulsory readings:</b>
Bergstrand, J.H. – Egger, P. (2013): Gravity Equations and Economic Frictions in the World Economy. Palgrave handbook of international trade. Palgrave Macmillan, London, 2013. pp. 532-570. Krugman, Paul R.—Obstfeld, Maurice—Melitz, Marc J. (2023): International Economics – Theory and Policy, 12 <sup>th</sup> Edition, Pearson, ISBN10: 1-292-21635-2. (Chapters 1-2.) Suvankulov, F. (2016): Revisiting National Border Effects in Foreign Trade in Goods of Canadian Provinces. <i>The Journal of Interantional Trade and Economic Development</i> . Vol. 25. Issue 8. pp. 1045-1070. Wei, S-J. (1996): Intra-national versus International trade: How Stubborn are Nations in Global Integration? <i>National Bureau of Economic Research</i> , Working Paper 5531 Wooldridge, J.M. (2013): Introductory econometrics, 5 <sup>th</sup> edition, South-Western, Mason, USA (Chapters 1-2.)
<b>Recommended readings:</b>
Anderson, J.E. – Van Wincoop, E. (2003): Gravity with Gravitas: A Solution to the Border Puzzle. <i>The American Economic Review</i> , 93 (1):170-192. Baldwin, R. – Taglioni, D. (2007): Trade effects of the Euro: a comparison of estimators. <i>Journal of Economic Integration</i> . Vol. 22. No. 4. pp. 780–818. <a href="http://dx.doi.org/10.11130/jei.2007.22.4.780">http://dx.doi.org/10.11130/jei.2007.22.4.780</a> Biro, F.P. - Erdey, L. - Gall, J. – Márkus, Á (2019): The Effect of Governance On Foreign Direct Investment in Latin America – Issues of Model Selection. <i>Global Economy Journal</i> , 19(01), 1950006. Head, K. – Mayer, T. (2002): Illusory Border Effects: Distance mismeasurments inflates estimates of home bias in trade. <i>Working Paper No. 2002-01. Centre d’Etudes Prospectives et d’Informations Internationales (CEPII)</i> , Paris. Head, K. – Mayer, T. (2013): Gravity Equations: Workhorse, Toolkit and Cookbook, [in:] Gopinath, Helpman and Rogoff (2013): Handbook of International Economics. Márkus, Á. (2018): Disappearing borders in the Visegrad countries. <i>Prague Economic Papers</i> , 27(2), 149-168. McCallum, J. (1995): National Borders Matter: Canada-U.S. Regional Trade Patterns. <i>The American Economic Review</i> , 85 (3):615-623. Santos-Silva, J.M.C. – Tenreyro, S. 2006): The Log of Gravity. <i>The Review of Economics and Statistics</i> , 88 (4):641-658.

## Syllabus

Wee k	Topics
1-2.	The course starts on the third week
3.	Origins of the gravity model, a natural law in social sciences LO: The history of the model is discussed through several examples from different fields of social sciences
4.	The gravity model of international trade LO: Theoretical underpinnings of the model used in international trade are introduced
5.	The distance issue LO: we discuss the problem of distance measurement
6.	Browsing databases LO: Students meet useful databases where data for gravity variable can be downloaded
7.	Library week
8.	The problem of intra-national trade LO: Students learn how to approximate the value of domestic trade in the absence of exact data
9.	Basics of econometrics – applications for the gravity model (I.) LO: Students learn the basics of cross sectional and panel regression analysis
10.	Basics of econometrics – applications for the gravity model (II.) LO: Students learn the basics of cross sectional and panel regression analysis
11.	Students’ presentations and quiz (I.) LO: Students briefly introduce the findings of (at least) one scientific, empirical paper regarding the gravity model (from a chosen way of social interaction)
12.	Students’ presentations and quiz (II.) LO: Students briefly introduce the findings of (at least) one scientific, empirical paper regarding the gravity model (from a chosen way of social interaction)
13.	Students’ presentations and multiple choice test (III.) LO: Students briefly introduce the findings of (at least) one scientific, empirical paper regarding the gravity model (from a chosen way of social interaction)

14.	Summary, assessment, make-up test LO: Evaluation and conclusion of the course
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\*LO learning outcomes

Course title:	Hungarian:	<b>Interkulturális kommunikáció</b>		Code:	GT_MNGNE106-17	
	English:	Intercultural Communication				
Institute:		Institute of World Economy and International Relations				
Prerequisites:		-		Code:		
		Classes per week		Requirement	Credit	Language of instruction:
		Lecture(s)	Seminar(s)			
	per week	0	per week	2	3	English
				practical mark		
Responsible instructor		name:	<b>Dr. Tünde Csapóné Riskó</b>		academic position	<b>Associate Professor</b>
Instructor		name:				
<p>Course goals:</p> <p>To provide students with a clear and broad introduction to the field of Intercultural Communication, to provide basic understanding about culture, intercultural interactions and communication. The course is designed to provide practical skill in intercultural communication and cross-cultural understanding in a multicultural environment. This course gives an introduction on basic theories regarding intercultural communication. These theories will be linked to different contexts.</p>						
<p><b>Competences:</b></p> <p><i>Knowledge:</i></p> <p>Understands the structure, operation and interrelationships of business organisations across national and transnational borders, information and motivational factors, with particular reference to the institutional environment. Understands the socio-economic context and the factors influencing it at local, regional, national and international levels. Understands problem-solving techniques for research in the field, for the analysis of literature and for innovative practical work, management methods for staff, groups and projects, large organisations, corporate, national, regional and global methods of strategic planning and management.</p> <p><i>Capabilities:</i></p> <p>Independently formulates new conclusions, original ideas and solutions, applies sophisticated methods of analysis and modelling, develops strategies to solve complex problems, and makes decisions in a changing national and international environment and organisational culture. After acquiring practical knowledge and experience, he/she manages medium and large enterprises, complex organisational units, performs a comprehensive economic function in a business organisation, plans and manages complex business processes and manages resources. He/she is able to work effectively in an international, multicultural environment. He/she is able to identify, assign and solve problems and new environmental phenomena arising in the operation of corporates, regional, national and international organisations. He/she is able to develop effective international business strategies. He/she is able to analyse the geopolitical, social, cultural and religious aspects of the international business environment.</p> <p><i>Attitudes:</i></p> <p>Open and receptive to new developments in the theory and practice of economics. He/she has a cultured, ethical and objective intellectual approach to people and social problems, and is attentive to wider societal, sectoral, regional, national and European values (including social and ecological, sustainability aspects). Assumes and authentically represents the social role of the profession and its fundamental relationship with the world. Is committed to general social values and is socially sensitive both locally and internationally.</p> <p><i>Autonomy, responsibility:</i></p> <p>Independently selects and applies relevant problem-solving methods from organisational, strategic and management point of views, and independently carries out economic analysis, decision preparation and advisory tasks. Assumes responsibility for his/her own work, for the organisation and enterprise he/she manages, and for the employees. Independently identifies, plans, organises, takes responsibility for and is accountable for his/her own and his/her subordinates' professional and general development. He/she takes the initiative in solving problems, developing strategies, working with teams and colleagues within and across organisations. Independently applies a wide range of methods and techniques in practice in contexts of varying complexity and predictability.</p>						
<p><b>Course content, topics:</b></p> <p>Introduction; Culture; Theories of Culture I-II; Communication; Verbal and Nonverbal Communication; LESCANT model</p>						
<p><b>Learning methods:</b></p> <p>Students will read and analyse journal articles and case studies in teams. Seminars also include intercultural quizzes and role plays.</p>						
<p><b>Requirements, Assessment</b></p> <p>- <b>Signature requirements:</b> regularly attending the classes (not more than 1/3 of the classes is accepted to be</p>						

missed).

- Students working in groups must prepare a **presentation** analysing a country based on the studied culture models as well as introducing the communication patterns of that country. These presentations will be presented during the classes and required from each student. The presentations must be uploaded to the eLearning portal of the course at least one week before the scheduled date of the presentation. Requirements will be discussed in the seminars and will be available on the eLearning portal (Introduction ppt).
- **End term test** on the final seminar (retake of the Test /if necessary/is possible in the exam session)
- **The final grade** will be calculated based on the end term test and the presentation (50%-50%)

**Compulsory readings:**

- lecture slides, uploaded teaching materials
- David A. Victor: International Business Communication, Harper Collins Publishers, 1992 ISBN 067 346 0916, 978 067 346 0912
- Lillian Chaney – Jeanette Martin: Intercultural Business Communication. Pearson, 2014 ISBN 13: 978 1 292 039664
- Jean-Claude Usunier – Julie Lee: Marketing across cultures (selected chapters). Pearson, 2012 (Part 1: 1-97p) ISBN 13: 978 027 3757 733
- Gerald Albaum – Edwin Duerr – Alexander Josiassen: International marketing and export management (selected chapters). Pearson, 2016 (Chapter 3: 127-161p) ISBN 13: 978 129 2016 924
- S. Tamer Cavusgil – Gary Knight – John Riesenberger: International business: The new realities, Global edition (selected chapters). Pearson, 2016 (Part 2/3: 84-113p) ISBN 13: 978 1 292 15283 7
- Stuart Wall- Sonal Minocha – Bronwer Rees: International business (selected chapters). Pearson, 2015 (Chapter 5: 159-188p) ISBN 13: 978 129 201 6689

**Recommended readings:**

- Falkné Bánó Klára: Kultúraközi kommunikáció. Chapter IV: Cultural Aspects of Doing Business in Hungary, Perfekt Kiadó, 2008 ISBN 978 963 394 7470
- Richard D. Lewis: When culture collide, 2006 ISBN-13: 978-1-904838-02-9

## Syllabus

Week	Topics
1.	-
2.	-
3.	<b>Introduction to the course + LESCANT model</b> LO: Students will understand the topics and requirements of the course. Enable students to ask the right questions in assessing international business communication. The LESCANT elements constitute the broad rubrics under which these questions can be listed.
4.	<b>Culture</b> LO: Understand culture, its elements, layers and levels.
5.	<b>Theories of Culture I.</b> LO: Through the knowledge of different theories, models of culture understand different cultures, and general way of living of different communities and nations. Recognition that these aspects affect behavioural norms. Some understanding of the conventions that may govern behaviour in certain specific intercultural environments, such as views on the role of women, or the licence (or otherwise) permitted to children. Describe the composition and significance of your cultural identities. Compare cultural assumptions of your own and others.
6.	<b>Theories of Culture II.</b> LO: Through the knowledge of different theories, models of culture understand different cultures, and general way of living of different communities and nations. Recognition that these aspects affect behavioural norms. Some understanding of the conventions that may govern behaviour in certain specific intercultural environments, such as views on the role of women, or the licence (or otherwise) permitted to children. Describe the composition and significance of your cultural identities. Compare cultural assumptions of your own and others.
7.	<b>Library week</b>
8.	<b>Basics of Communication: Nonverbal communication</b> LO: Understand communication. Identify cultural variations in communication styles. Compare and contrast communication styles between cultures. Understand the importance of non-verbal communication clues.
9.	<b>Basics of Communications: Verbal communication</b> LO: Understand communication. Identify cultural variations in communication styles. Compare and contrast communication styles between cultures. An understanding of how culture can affect communication and language.
10.	<b>Presentations of Students</b> LO: Understand the cultural and communication specialties of the presented countries

11.	<b>Presentations of Students</b> LO: Understand the cultural and communication specialties of the presented countries
12.	<b>Presentations of Students</b> LO: Understand the cultural and communication specialties of the presented countries
13.	<b>Presentations of Students</b> LO: Understand the cultural and communication specialties of the presented countries
14.	<b>End term test</b>

\*LO learning outcomes

Course title:	Hungarian:	<b>Nemzetközi politikai gazdaságtan</b>				Code:	<b>GT_MNGNE005-17</b>	
	English:	<b>International Political Economy</b>						
Institute:		<b>Institute of World Economy and International Relations</b>						
Prerequisites:		-				Code:	-	
		Classes per week				Requirement	Credit	Language of instruction:
		Lecture(s)		Seminar(s)				
		per week	<b>2</b>	per week	<b>2</b>	<b>terminal examination</b>	<b>5</b>	<b>English</b>
Responsible instructor		name:	<b>Dr. Sigér, Fruzsina</b>			academic position	<b>assistant professor</b>	
<b>Course goals:</b>								
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.								
<b>List of the required professional competences and competence elements (knowledge, skills, etc.) to which the course typically and substantially contributes</b>								
<i>Knowledge:</i>								
<ul style="list-style-type: none"> <li>- Mastering the concepts, theories, processes and characteristics of economics and the micro and macro levels of economy, and getting familiar with the main economic facts.</li> <li>- Being familiar with the socio-economic interdependences and the factors influencing it at local, regional, national and international levels.</li> <li>- Being familiar with and able to use international economic, world economic, management and decision-making theories and methods of analysis.</li> </ul>								
<i>Ability:</i>								
<ul style="list-style-type: none"> <li>- Formulating independent conclusions, original ideas and solutions, being able to apply analysis and modeling methods, developing strategies for solving complex problems, making decisions in a changing domestic and international environment, and organizational culture.</li> <li>- Being able to plan and organize economic activities for economic organizations, international organizations and governmental institutions, in the field of foreign trade, finance, development policy, economic policy processes, as well as to apply the elements and methods learned, formulate conclusions, make proposals and make decisions.</li> </ul>								
<i>Attitude:</i>								
<ul style="list-style-type: none"> <li>- Being open and ready to apply the new achievements of economics and economic practice.</li> <li>- Turning with interest to the results and solutions of related disciplines, being open to networking.</li> <li>- Ability to renew knowledge, open thinking, tolerance and ability to cooperate.</li> </ul>								
<i>Autonomy and responsibility:</i>								
<ul style="list-style-type: none"> <li>- Applying a wide range of methods and techniques independently in practice in contexts of varying complexity and predictability.</li> <li>- Logging in research and development projects, mobilizing theoretical and practical knowledge and skills in the project group in an autonomous way, in cooperation with other members of the group, in order to achieve the goal.</li> </ul>								
<b>Course content , topics:</b>								
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.								
<b>Learning methods:</b>								
<ul style="list-style-type: none"> <li>- Lectures by the instructor teacher</li> <li>- Seminars with discussion of papers, and students' presentation.</li> </ul>								
<b>Assessment</b>								
<ul style="list-style-type: none"> <li>- Attending the lectures is not mandatory, but recommended.</li> <li>- A student is given a signature if he or she does not miss more than three seminars.</li> <li>- Evaluation of the seminar work: 25% short lecture, 25% class work, total 50%.</li> <li>- The semester ends with written end-term test, where 50% can also be obtained.</li> </ul>								

- Grading is based both on the seminar work (50%) and the written end-term test (50%).
- None of the parts (nor the seminar work, neither the end-term test) can be failed (less than 60%).
- The final valuation will be in accordance with the following grading schedule: 0-59% - failed (1), 60-69% - pass (2), 70-79% - satisfactory (3), 80-89% - good (4), 90-100% - excellent (5)

**Compulsory readings:**

Rodrik, Dani: Economics Rules: Why Economics Works, When It Fails and How to Tell the Difference. Oxford-New York: Oxford University Press, 2015. ISBN: 978-0-393-35341-9

Farkas, Beáta: Models of Capitalism in the European Union: Post-crisis Perspectives, Palgrave Macmillan London, 2016. ISBN 978-1-349-95611-1

Michael Jacobs and Mariana Mazzucato (Eds.): Rethinking Capitalism: Economics and Policy for Sustainable and Inclusive Growth. Wiley-Blackwell, 2016. ISBN: 978-1-119-12095-7

Kornai János: Dynamism, Rivalry and the Surplus Economy: Two Essays on the Nature of Capitalism. Oxford: Oxford University Press, 2013. ISBN: 0199334765

**Recommended readings:**

Abhijit V. Banerjee, Esther Duflo: Good economics for hard times: better answers to our biggest problems / London: Penguin Books, 2019. ISBN: 978-0-241-30689-5

Rodrik, Dani: The globalization paradox: Democracy and future of the world economy. Oxford: Oxford University Press, 2012

Oatley, Thomas (2010): International Political Economy. Pearson, New York

Csaba László (2016): Economic systems: constraints and driving forces. in: Hámori Balázs - Rosta Miklós (szerk.): Constraints and Driving Forces in Economic Systems. Newcastle-upon-Tyne: Cambridge Scholars Publishing

Kornai János (2016): The system paradigm revisited: Clarifications and additions in the light of experiences in the post-socialist region. Acta Oeconomica, vol.66, no.4, pp547-596.

## Syllabus

Week	Topics
1.	The use and misuse of economic ideas
	TE: The students will become familiar with the basic concepts, methods and trends in international political economy.
2.	What models do?
	TE: The students will learn about the relationship between the thinking and nature of economics and international political economy.
3.	Models and theories
	TE: The students will learn about the neoclassical understanding of economics and the approach of international political economy.
4.	When economists go wrong
	TE: The students will learn some examples of the application of international political economy
5.	Institutional Analysis in Economics
	TE: The students will become familiar with the tools of institutional analysis
6.	The Models of Capitalism: Comparative Institutional Analyses
	TE: The students will understand how different institutional arrangements promote development and economic performance
7.	
8.	Models of the Market Economy in the EU
	TE: The students will learn about the variations of capitalism in European integration
9.	Innovation and Dynamism
	TE: The students will learn about the systems paradigm of János Kornai and its application to innovation
10.	Innovation, the state and patient capital
	TE: The students will learn about the potential role of the state in innovation



Course title:		Hungarian:		<b>Haladó olvasmányok a világgazdaság témakörében I.</b>		Code:		<b>GT_MNGNE025-17</b>	
		English:		<b>Advanced readings in World Economy I.</b>					
Institute:									
Prerequisites:		B2 English level				Code:			
		Classes per week				Requirement		Credit	
		Lecture(s)		Seminar(s)				Language of instruction:	
Full-time	<b>X</b>	per week	<b>0</b>	per week	<b>2</b>	practical grade		<b>0</b>	<b>English</b>
Part-time									
Responsible instructor		name:		<b>Dr. Troy Wiwczaroski</b>		post		<b>Associate Professor</b>	
Instructor		name:				post			
<b>Course goals:</b>									
<p>Graduates will gain a comprehensive and fundamental knowledge of the concepts, theories and facts behind latest research into the nature of the world of work in a changing global environment, and the consequences of this on the labour market. They will get an insight into various aspects of the needs of the modern societies in terms of labour force by reading, reflecting on and making a presentation about a subsection of the publication of the World Bank, entitled World Development Report 2020.</p>									
<b>Competences:</b>									
<p>Students will gain a comprehensive understanding of the basic facts, figures and comparative research data done by a leading international organization. Besides improving their reading skills, they will also feel more competent in their speaking skills via discussions and presentations.</p>									
<b>Course content, topics:</b>									
<p>Global Value Chains  The changing nature of work: development, the environment and technological change  Building human capital  Lifelong learning  Returns to work  Strengthening social protection  Ideas for social inclusion</p>									
<b>Learning methods:</b>									
<p>Team work, presentations, interaction with peers and the educator</p>									
<b>Assessment</b>									
<p>Assessment is based on participation in class discussions, and individual presentations.</p>									
<b>Compulsory readings:</b>									
<p><b>World Development Report 2021: DATA FOR BETTER LIVES -</b>  <a href="https://www.worldbank.org/en/publication/wdr2021">https://www.worldbank.org/en/publication/wdr2021</a></p>									
<b>Recommended readings:</b>									
<p>Financial Times</p>									

## Syllabus

Week	Topics
1.	Orientation Requirements of good presentations. LO: Setting goals, and being acquainted with requirements
2.	Overview LO: The overview of the basic concepts and terminology
3.	Harnessing the value of data LO: To understand Integrated national Data Systems
4.	Data as a force for public good LO: To understand data use and intent
5.	Data as a resource for the private sector LO: Learning the roles of data in the business sector
6.	Creative uses of data for greater value LO: Learners discuss issues of gathering sharing and using data
7.	Aligning data governance with the social contract LO: Learners discuss data infrastructure policies, here and abroad
8.	Creating a trust environment LO: Learners are able to talk about positive and negative impacts of data policies on business and social life
9.	Creating value in the data economy LO: Competition: understanding the interface between data protection and competition policy
10.	Data governance LO: Students discuss the need for global consensus on data
11.	Policies for sustainability I LO: Learners discuss the problems of data management in business
12.	Policies for sustainability II LO: Learners debate what restrictions should limit data storage, management, and trade
13.	Strengthening data protection LO: Students discuss the importance of data protection for business
14.	Evaluation of the course LO: Students receive individual evaluation of their performance from their tutor, and are encouraged to reflect upon this.

\*LO learning outcomes

Course title:		Hungarian:		<b>Haladó fejlődésgazdaságtan II.</b>		Code:	<b>GT_MNGNE608-17</b>	
		English:		<b>Advanced Development Economics II.</b>				
Institute:				Institute of Economics and World Economy				
Prerequisites:				Specialization		Code:		
Type		Classes per week				Requirement	Credit	Language of instruction:
		Lecture(s)		Seminar(s)				
Full time	<b>x</b>	per week	<b>1</b>	per week	<b>2</b>	<b>K</b>	<b>4</b>	<b>English</b>
Part-time								
Responsible instructor			name:	<b>Dr. László Erdey</b>		academic position	<b>associate professor</b>	
Course goals:								
The course is a sequel to Advanced Development Economics I. We cover some more domestic problems and policies: We also deal with global and macro problems and policies, like International trade theory and development, the balance of payments, debt, financial crises, stabilization policies, foreign finance, investment and aid, finance and fiscal policy for development.								

**Competences:***Knowledge:*

- Possesses the knowledge of modern, theoretically demanding mathematical-statistical, econometric and modelling methods of problem identification, formulation and solution, information collection and processing, and is familiar with their limitations.
- Knowledge of the socio-economic context and the factors influencing it at local, regional, national and international levels. Knowledge and use of economic, international economic, world economic, management and decision theories, and analysis methods.
- analytical and problem-solving methods, their application conditions and limitations.

In addition to a high level of knowledge of the academic language, he/she has a command of economic terminology, idiomatic expressions, and idiomatic expressions in his/her mother tongue and at least one foreign language.

*Capabilities:*

- Ability to independently formulate new conclusions, original ideas and solutions, apply sophisticated analysis and modelling methods, develop strategies to solve complex problems, and make decisions in a changing national and international environment and organizational culture.
- Ability to work effectively in an international, multicultural environment.

Ability to perform, organize, and manage complex professional functions within the job scope, apply methodologies creatively, formulate professionally sound opinions, and prepare and take decisions. Use an interdisciplinary approach to analysis and practical problem-solving when necessary.

- Ability to identify, assign and solve problems and new environmental phenomena in the functioning of corporate, regional, national and international organizations.

- Ability to develop effective international business strategies. Ability to analyze geopolitical, social, cultural and religious aspects of the international business environment.

Ability to plan and organize economic activities in business organizations, international organizations, governmental institutions, economic work, foreign trade, finance, development policy and economic policy processes, apply the elements and methods learnt, draw conclusions, make proposals, and make proposals and decisions.

- Participate in national and international projects, group work, planning, managing, organizing, coordinating and evaluating activities.

*Attitudes:*

- Critical attitude towards own and subordinates' work and behaviour, innovative and proactive in dealing with economic problems.
- Open and receptive to new developments in economic knowledge and practice.

A sophisticated, ethical and objective intellectual approach to people and social problems focuses on broader societal, sectoral, regional, national, and European values (including societal, social and ecological, sustainability).

- Assume and authentically represent the social role of the profession and its fundamental relationship with the world.

Being committed to general social values and socially sensitive both at home and internationally.

- A commitment to quality, sustainability and diversity. Critical of own and subordinates' knowledge, work and behaviour. The student is committed to correcting mistakes and developing his staff.

- Being interested in the results and solutions of related disciplines and open to networking.

*Autonomy, responsibility:*

- He/she takes responsibility for his/her work, for the organization he/she manages, for his/her company and his/her staff. Independently identifies, plans, organizes, takes responsibility for and is accountable for his/her own and his/her subordinates' professional and general development.

- Demonstrates initiative and responsibility in social and public affairs towards colleagues and subordinates.

Independently applies a wide range of methods and techniques in practice in varying complexity and predictability contexts.

- He/she is involved in research and development projects, mobilizing his/her theoretical and practical knowledge and skills in a team autonomously and in cooperation with the other members of the team in order to achieve the objectives.

**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%

Classwork (seminars) 40%

Class participation (lectures), 10%

The final result will be evaluated according to the following schedule: 0-60%– 1, 61-70%– 2, 71-80%– 3, 81-90%–4, 91-110%– 5.

Students with a final result under 61% lose all points collected during the semester. They may assign for a make-up exam in the examination period.

**Compulsory readings:**

Michael P. Todaro—Stephen C. Smith (2020): Economic Development, 13th Edition, Pearson, selected chapters (ISBN 9781292291154)

Hans Rosling, Anna Rosling Rönnlund, Ola Rosling (2018): Factfulness: Ten Reasons We're Wrong About the World--and Why Things Are Better Than You Think, Flatiron Books, ISBN 9781250123817

The instructor may provide a few additional readings during the semester

**Recommended readings:**

Abhijit V. Banerjee—Esther Duflo (2020): Good Economics for Hard Times: Better Answers to Our Biggest Problems, Penguin Books Ltd.

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
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 the 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

Course title:		Hungarian:		Kereskedelempolitika és nemzetközi tényezőáramlás		Code:	GT_MNGNE605-17	
		English:		International trade policy and Factor Mobility				
Institute:				Institute of World Economy and International Relations				
Prerequisites:				-		Code:		
		Classes per week				Requirement	Credit	Language of instruction:
		Lecture(s)		Seminar(s)				
Full time	X	per week	2	per week	2	E		English
Part time								
Responsible instructor				name:	Dr. Ádám Márkus	post	Senior Lecturer	
Instructor				name:		post		
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.								

**Competences:***Knowledge:*

## The student

- has mastered the concepts, theories, processes and characteristics of economics and the micro and macro levels of the economy and is familiar with the key economic facts.
- is familiar with the most recent, theoretically based mathematical-statistical, econometric methods of problem identification, problem framing, problem solving, information collection and information analysis and is aware of their limits
- is aware of socio-economic linkages and the factors that influence them at local, regional, national and international levels.
- is aware of and able to use the analyzing methods of economics, international economics, world economics and decision making
- is aware of and understands problem-solving techniques required for research in this field, for processing literature and for innovative empirical work
- is aware of and understands management methods of colleagues, teams, projects and larger organizations
- is aware of and understands the practice, trends and effects of economic policy and international trade relations

*Capabilities:*

## The student

- independently formulates new conclusions, original ideas and solutions, applies sophisticated methods of analysis and modelling, develops strategies to solve complex problems and makes decisions in a changing national and international environment and organizational culture.
- after acquiring practical knowledge and experience, the student will manage medium and large enterprises, complex organizational units, perform a comprehensive economic function in a company, plan and manage complex business processes and resources.
- is able to work effectively in an international, multicultural environment, too.
- is able to develop effective international business strategies and to analyze the geopolitical, social, cultural and religious aspects of the international business environment.
- is able to plan and organize economic activities in companies, international organizations, government institutions regarding foreign trade, finance, development policy and economic policy processes, and to apply the elements and methods learned, to draw conclusions, do proposals and make decisions.
- participates in national and international projects and group tasks, plans, manages, organizes, coordinates and evaluates activities as a leader.

*Attitudes:*

## The student

- is critical of his own and his subordinates' work and behavior, and is innovative and proactive in dealing with economic problems.
- is open and receptive to new developments in economics and practice.
- has a cultured, ethical and objective intellectual approach to people and social problems, and takes into account wider social, sectoral, regional, national and European values (including social, socio-ecological and sustainability aspects).
- strives to develop his knowledge and working relationships, works in cooperation with his colleagues
- is open to changes in the wider economic and social environment of his job, and the company, and seeks to follow and understand changes.
- when making decisions he seeks to take into account the opinions of others as well as sectoral, regional, national and European values (including social, societal and ecological, sustainability aspects) in a responsible way
- strives for lifelong learning in and outside the world of work.

*Autonomy, responsibility:*

## The student

- independently organizes the analysis of economic processes, as well as the collection, systematization and evaluation of data.
- takes responsibility for his analyses, conclusions and decisions
- assumes responsibility for compliance with professional, legal and ethical standards as well as rules related to his work and behavior.
- independently monitors changes in the socio-economic and legal environment affecting his field.
- follows and applies the relevant policies partly autonomously.
- holds presentations and conducts debates independently.

**Course content , topics:**

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

**Learning methods:**

Calculations of welfare effect using simple models. Graphs of international trade equilibria. Realistic examples.

<b>Assessment</b>
Endterm exam (70%), homeworks (30%) 0-56% fail, 57-66% pass, 67-76% satisfactory, 77-87% good, 88-100% excellent
<b>Compulsory readings:</b>
Krugman, Paul R.—Obstfeld, Maurice—Melitz, Marc J. (2018 or 2023): International Economics – Theory and Policy, 11 <sup>th</sup> (12 <sup>th</sup> ) Edition, Pearson, ISBN10: 1-292-01955-7. (Part II) Kerr, W. A.—Gaisford, James D. (eds) (2007): Handbook on International Trade Policy, Edward Elgar (Part I) Oatley, T. (2010): International Political Economy, 4th Edition, Pearson International Edition Bekkers, E. – Schroeter, S. (2020). An economic analysis of the US-China trade conflict (No. ERSD-2020-04). WTO Staff Working Paper.
<b>Recommended readings:</b>
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. Mathieu C. (2020). Brexit: What economic impacts does the literature anticipate? Revue de l'OFCE 167, 43-81.

## Syllabus

Week	Topics
1.	Orientation, Introduction to trade policy, scope and history, modelling approaches, the gravity model LO: Students meet the course syllabus and requirements, they are settled in the modelling framework of international economics
2.	Evolution of the world economy and the world trading system LO: Students learn the milestones of world economic development from the early centuries
3.	Regional trade agreements LO: Students learn the most important facts about the main regional trade agreements in the world
4.	Instruments of trade policy LO: Students meet how to model the welfare effects of trade policy measures
5.	The political economy of trade policy LO: Students learn the main motivations why countries impede free international trade
6.	Patterns of trade policy in developing countries LO: Students hear about import substitution industrialization and export promotion policies
7.	Library week
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, USA-China trade war LO: Students learn what kind of effects foreign capital and labor have on recipient countries, also learn about the causes and effects of the trade war between the USA and China

\*LO learning outcomes



Course title:	Hungarian:	Az EU belső piaca				Code:	GT_MNGNE606-17	
	English:	The internal markets of the EU						
Institute:		Institute of World Economy and International Relations						
Prerequisites:		-				Code:	-	
		Classes per week				Requirement	Credit	Language of instruction:
		Lecture(s)		Seminar(s)				
Full time		per week	2	per week	2	terminal examination	5	English
Responsible instructor		name:	SIGÉR Fruzsina PhD			post	assistant professor	
<b>Course goals:</b>								
The course aims to introduce and present the different internal markets of the European Union to the students. The 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.								
<b>Competences</b>								
<i>Knowledge:</i>								
Graduates will have acquired								
<ul style="list-style-type: none"> <li>- knowledge of the European integration process and the policies of the European Union related to its activities.</li> <li>- knowledge of the socio-economic context and the factors that influence it at local, regional, national and international levels.</li> <li>- knowledge and use of economic, international economic, world economic, management and decision-making theories and methods of analysis.</li> <li>- In addition to a high level of common language, you will have a command of business terminology, its idiomatic expressions and idiomatic expressions in your mother tongue and in at least two foreign languages.</li> </ul>								
<i>Capabilities:</i>								
Graduates will								
<ul style="list-style-type: none"> <li>- have the ability to work effectively in an international, multicultural environment.</li> <li>- have the ability to develop effective international business strategies. Will gain ability to analyse the geopolitical, social, cultural and religious aspects of the international business environment.</li> <li>- have the ability to actively and effectively use negotiation and persuasion techniques, business communication in at least two foreign languages.</li> </ul>								
<i>Attitudes:</i>								
Graduates will								
<ul style="list-style-type: none"> <li>- have a cultured, ethical and objective intellectual approach to people and social problems, and takes into account wider social, sectoral, regional, national and European values (including social, social and ecological, sustainability aspects).</li> <li>- be committed to general social values and is socially sensitive both domestically and internationally.</li> <li>- be interested in the results and solutions of related disciplines and is open to networking.</li> <li>- be characterised by the ability to innovate, open-mindedness, tolerance and cooperation.</li> </ul>								
<i>Autonomy, responsibility:</i>								
Graduates will								
<ul style="list-style-type: none"> <li>- demonstrates a proactive and responsible attitude towards colleagues and subordinates in social and public affairs.</li> <li>- be involved in research and development projects, mobilises his/her theoretical and practical knowledge and skills in the project team in an autonomous way, in cooperation with the other members of the team, in order to achieve the goal.</li> </ul>								
<b>Course content, topics:</b>								
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;								
<b>Learning methods:</b>								
The course has both lecture and seminar part. The students are expected to take part in the seminars, and 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

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. Max. 3 absences in the semester from seminars

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

#### Compulsory readings/ Recommended readings:

- Bulmer, S. et al eds. (2020): Politics in the European Union - 5th edition. Oxford- New York: Oxford University Press. ISBN 978-0-19-882063-5
- Baldwin, R - Wyplosz, Ch. (2020): The Economics of European Integration. 6th edition. London: McGraw-Hill Education. ISBN-13: 978-1526847218
- Horváth Z.: Handbook on the European Union, 4th edition, HVG-Orac Lapkiadó, Budapest, 2011
- Jacques Pelkmans: European Integration – Methods and Economic Analysis, Pearson Education Canada; 3rd edition, 2006; ISBN-10: 0273694499, ISBN-13: 978-0273694496
- Any other hand-outs or study materials given during the classes.

### Syllabus

Week, date	Topic - Lecture
Week 1,	Introduction of the syllabus and the requirements of the course
	Learning outcomes (LO): Setting goals, and being acquainted with requirements concerning the course itself. Students meet the course syllabus and requirements.
Week 2,	General introduction of the Internal Market of the EU
	LO: Students can speak about the main facts and importance of the common market of the European Union.
Week 3,	History of the Internal Market
	LO: Students learn about the main treaties and their effects on the development of the European integration.
Week 4,	Single Market Act 1-2
	LO: Students meet the milestones and triggers of the process to reach a common regulations within European countries.
Week 5,	Free movement of Goods
	LO: Students hear about the advantages of the European common market for goods.
Week 6,	Free movement of Services
	LO: Students get to know how the common market of the EU regarding services has developed.
Week 7,	Free movement of People
	LO: Students have an overview of the free movement of workforce/people.
Week 8,	Free movement of Capital
	LO: Students can imagine how financial transactions are managed and liberalized among the EU member states.
Week 9,	Digital Agenda
	LO: Students becomes acquainted with the Digital agenda of the EU.
Week 10,	Summary of the course, Discussion about personal performance and grades
	LO: Summary and Assessment, conclusion and wrap-up of the introduced topics., Students receive an individual evaluation of their performance from their tutor and are encouraged to reflect upon this.

\*LO learning outcomes

Course title:		Hungarian:		<b>Cégjog az Európai Unióban</b>		Code:	<b>GT_MNGNE600-17</b>		
		English:		<b>Corporation Law in the EU</b>					
Institute:				Institute of World Economy and International Relations					
Prerequisites:				-			Code:		
		Classes per week				Requirement	Credit	Language of instruction:	
		Lecture(s)		Seminar(s)					
Full time	<b>X</b>	per week	<b>2</b>	per week	<b>2</b>	<b>K</b>	<b>5</b>	<b>English</b>	
Part time									
Responsible instructor			name:		Dr. Géza Károlyi		post	associate professor	
<b>Course goals:</b>									
<p>The purpose of the course is to cover the most important concepts and principles of company law in the European Union. As the EU does not have exclusive and wide regulatory competence in the area of company law, only sporadic fields are covered by directives. Therefore, the course maps the already adopted twelve company law directives and analyzes them in light of general questions of company laws (formation of companies, company structure, bankruptcy, liquidation, wind-up procedures) in some Member States (Germany, France, Spain, The Netherlands, Italy). Also, the law of supranational companies and the three regulations covering the European Economic Interest Grouping, the European Company (SE), and the European Cooperative Society (SCE) are discussed during the course. The case-law of the Court of Justice of the European Union (CJEU) poses an important element of the course to demonstrate the interpretation of the freedom of establishment in relation to companies. During the seminars, case-law is highlighted, and students have to work on hypotheticals to get better understanding on the operation of company law.</p>									
<b>Course content, topics:</b>									
<p>The course introduces students to the concept of freedom of establishment both in primary and secondary legislation, and in the interpretation of the CJEU. Various types of companies in the EU and diverse models for formation and structure are also discussed. Classic questions in relation to company law (creditor protection, shareholders' rights, insolvency) are analysed in order to show a complete picture on the present state and modern challenges of company law in Europe.</p>									
<b>Learning methods:</b>									
Lectures, consultations on request, seminars on analysing case law									
<b>Assessment</b>									
Exam is in written form. Evaluation system is based on the five-grade scale:									
<b>Compulsory readings:</b>									
Andenas, Mads – Wooldridge, Frank: European Comparative Company Law, Cambridge University Press, 2012 Ppt slides and the text of the relevant EC/EU Directives and Regulations are available in Moodle.									
<b>Recommended readings:</b>									
Gerven, Dirk van – Storm, Paul (eds.): The European Company, Cambridge University Press, 2008									

### Syllabus

#### Week, Topics

1.	<p>Legal families in Europe from a company law perspective</p> <p>LO: Students will get an introduction on the regulatory approaches of various legal families from a company law perspective.</p>
2.	<p>Company formation in Europe I.: article of constitution</p> <p>LO: Students will learn about the most important, founding document of company formation, the article of constitution. They will be able to decide what topics are relevant for the articles and what questions should go into the bylaws.</p>
3.	<p>Company formation in Europe II.: procedural specialities</p>

	LO: Students will understand the basic procedural differences in relation to company formation in the EU. They will be able to decide which country provides the best procedural scheme for certain business investments.
4.	Company structure I.: the German, the French and the Anglo-American models  LO: Students get an overview on the advantages and disadvantages of the most important structural models for companies in Europe.
5.	Company structure II.: the supreme body, the management, the supervisory board  LO: Students understand the role of each bodies of a company.
6.	Company law competences of the European Union: freedom of establishment  LO: Students can decide what competences the EU enjoys in the terms of company law and how it used this regulatory power.
7.	Interpreting freedom of establishment for companies by the CJEU  LO: Students will get a practical outlook on the interpretation of freedom of establishment and can deduct the general rules on this freedom that are binding to all Member States in the EU.
8.	Partnerships in Europe  LO: Students can decide what business activities can be efficiently run in the forms of partnerships and what internal rules apply to these creatures of company law.
9.	Company types in Europe  LO: Students can understand the legal differences in between various company types available to choose from in the EU.
10.	Company Law Directives I.: safeguards, alteration of capital, mergers, accounting  LO: Students will get an overview on the basic principles and safeguards enacted by EU Directives for companies focusing on creditor protection.
11.	Company Law Directives II.: disclosure requirement for branches, take-over bids, shareholders' rights  LO Students will be familiar on the minimum standards of cross-border company issues.
12.	Supranational forms of companies: European Economic Interest Grouping, European Company, European Cooperative Society (SCE).  LO: Students get an understanding on the operations and structure of supranational companies available to form in the EU.
13.	Insolvency laws: bankruptcy and liquidation procedures.  LO: Students can differentiate between the insolvency procedures and understand which procedure serves what purpose.
14.	Questions of liability: corporate torts, directors' liability, shareholders' liability.  LO: Students can get an insight to the modern questions of company law in terms of liability of key personnel and shareholders.

\*LO learning outcomes

Course title:		Hungarian:	<b>Nemzetközi menedzsment</b>				Code:	<b>GT_MNGNE012-17</b>	
		English:	<b>International Management</b>						
Institute:		Institute of World Economy and International Relations							
Prerequisites:		-				Code:			
Type		Classes per week				Requirement	Credit	Language of instruction:	
		Lecture(s)		Seminar(s)					
Full time	x	per week	2	per week	2	practical mark	5	English	
Part-time									
Responsible instructor		name:	<b>Dr. Tünde Csapóné Riskó</b>			academic position	<b>Associate Professor</b>		
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.									
<b>Competences:</b>									
<i>Knowledge:</i>									
The student acquires a theoretical knowledge of international market players, the operating environment, and their challenges. In addition to theoretical knowledge, students will deepen their knowledge by studying academic articles and studies. They learn to apply their knowledge through practical examples, case studies and exercises. The solutions are presented oral form in seminars.									
<i>Capabilities:</i>									
The ability to recognize fundamental interrelationships and interpret the international environment's challenges through innovative, analytical thinking. In group work, analyze a case study and present it orally.									
<i>Attitudes:</i>									
The course will help the student develop an adequate and comprehensive understanding of international management. Students will be able to demonstrate an ethical and proactive attitude in group tasks and to be receptive to new professional knowledge.									
<i>Autonomy, responsibility:</i>									
With an understanding of the theory, the student will interpret the market role and position of companies (including SMEs) that intend to enter and operate in international markets in a complex way, recognizing their interrelationships and understanding their functioning. Monitor changes in the global environment and make responsible decisions based on them.									
<b>Course content, topics:</b>									
Evaluating the Global Business Environment: Political, Economic, Legal, Technological; Corporate Social Responsibility, Ethics, Sustainability; How Cultural Factors Affect Management; Cross Cultural Communications; Cross-cultural Negotiation and Decision Making; International Human Resource Management; Developing Global Managers and Teams; Motivating and Leading									
<b>Learning methods:</b>									
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.									
<b>Requirements, Assessment</b>									
<b>Signature:</b> Max 3 missing is acceptable from the seminars.									
In teams, students must analyse and introduce a <b>case study</b> . Participation in the case study teams is mandatory. The successful completion of a case study forms part of the final grade.									
<b>End term test on the final seminar.</b> Retake of the test /if necessary / is possible in the exam session.									
The calculation of the <b>final grade</b> is as follows: End term test 50% - Group presentation (case study) 50%									
The final result will be evaluated according to the following schedule:									
0-59%– 1									
60-69%– 2									
70-79%– 3									
80-89%– 4									
90-100%– 5									
<b>Compulsory readings:</b>									
Deresky, Helen – Miller, Stewart R. (2023): International Management – Managing Across Borders and Cultures – Texts and Cases, 10th Edition, Pearson. ISBN 13: 978-1-292-43036-2 (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 DEGTKKTKNG

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

### Syllabus (lectures)

Week	Topics
1.	Introduction LO: Understand the course schedule, requirements, assessment, grading, etc.
2.	Evaluating the Environment: Political, Economic, Legal, Technological LO: Understand the global business environment and how it affects the strategic and operational decisions which managers must make To develop an appreciation for how political and economic factors and changes influence the opportunities that companies face To develop an appreciation of the legal environment for international business To review the technological environment around the world and how it affects the international manager's decisions and operations
3.	Corporate Social Responsibility, Ethics and Sustainability LO: To understand the social responsibility of corporations toward their various constituencies around the world, in particular, their responsibilities toward human rights To acknowledge the strategic role that ethics must play in global management and provide guidance to managers to maintain ethical behavior amid the varying standards and practices around the world To recognize the importance of managing interdependence and include sustainability in their long-term plans
4.	How Cultural Factors Affect Management LO: To understand how culture affects all aspects of international management To be able to distinguish the major value dimensions which define cultural differences among societies or groups To understand the interaction between culture and the use of the Internet To be able to develop a working cultural profile typical of many people within a specific society as an aid to anticipating attitudes toward work, negotiations, and so on To gain some insight into different management styles around the world
5.	Cross Cultural Communication LO: To recognize the cultural variables in the communication process and what factors can cause noise in that process To appreciate the cultural variables that affect communication for both the sender and the listener To be aware of the impact of IT on cross-border communications To learn how to manage cross-cultural business communications successfully
6.	Decision-Making and Negotiating across Cultures LO: To become familiar with the role of negotiation in implementing a firm's strategy and the various stakeholders who must be considered To learn the stages of the negotiation process and how to prepare for cross-cultural business negotiations To gain insight into the various types of negotiating styles around the world 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 To learn the complexities of negotiating with the Chinese To appreciate the variables in the decision-making process and understand the influence of culture on decision making
7.	Library Week
8.	International Human Resource Management LO: To understand the strategic importance to the firm of the IHRM function and its various responsibilities To learn about the major staffing options for global operations and the factors involved in those choices To emphasize the need for managing the performance of expatriates through careful selection, training, and compensation To discuss the role of host country managers and the need for their training and appropriate compensation packages
9.	Developing Global Managers and Teams

	<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>
10.	<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>
11.	
12.	
13.	
14.	

\*LO learning outcomes

## Syllabus (seminars)

Week	Topics
1.	<p><b>Dissemination of the case studies to the groups</b></p> <p>LO: Information about the seminars (schedule, requirements, assessment.)</p>
2.	<p><b>Introduction, discussion, and evaluation of the case studies</b></p> <p>LO: Understand the case study and be able to participate in a debate actively.</p>
3.	<p><b>Introduction, discussion, and evaluation of the case studies</b></p> <p>LO: Understand the case study and be able to participate in a debate actively.</p>
4.	<p><b>Introduction, discussion, and evaluation of the case studies</b></p> <p>LO: Understand the case study and be able to participate in a debate actively.</p>
5.	<p><b>Introduction, discussion, and evaluation of the case studies</b></p> <p>LO: Understand the case study and be able to participate in a debate actively.</p>
6.	<p><b>Introduction, discussion, and evaluation of the case studies</b></p> <p>LO: Understand the case study and be able to participate in a debate actively.</p>
7.	<p><b>Library week</b></p>
8.	<p><b>Introduction, discussion, and evaluation of the case studies</b></p> <p>LO: Understand the case study and be able to participate in a debate actively.</p>
9.	<p><b>Introduction, discussion, and evaluation of the case studies</b></p> <p>LO: Understand the case study and be able to participate in a debate actively.</p>
10.	<p><b>End term test</b></p>
11.	
12.	
13.	
14.	

\*LO learning outcomes

Course title:	Hungarian:				Code:	GT_MNGNE107-17
	English:	<b>International Accounting and Information Systems</b>				
Institute: Accounting and Finance		Faculty of Economics and Business				
Prerequisites: -		-			Code:	
		Classes per week		Requirement	Credit	Language of instruction:
		Lecture(s)	Seminar(s)			
		per week	per week		5	English
x		1	1			
Responsible instructor		name:	<b>Ildikó Orbán Mrs. Tamás Dékán</b>		post	associate professor
Course goals:						
The primary purpose of this subject is to provide insights into the impact of financial accounting in an international environment.						
<b>Course content, topics:</b>						
The course will provide students with an international perspective on financial accounting, including theory, practice, and its applications under <b>International Financial Reporting Standards (IFRS)</b> . Primary areas of study include definition and principles of accounting and double-entry bookkeeping, recognition and measurement of assets, liabilities, and equity, the impact of economic transactions on different financial statements, the definition and recognition of revenue and income, and the process of preparation of different financial statements. Nevertheless, students will be introduced into several financial reporting issues under IFRS.						
<b>Learning methods:</b>						
Explaining the provisions of International Financial Reporting Standards (IFRS) through illustrative examples.						
<b>Assessment</b>						
Signature: More than three missed seminars are not allowed. For the signature presentation of a chosen company's IFRS financial statement is compulsory.						
Grade: Exams with theoretical and practical examples with tests, essays, excel are going to be on the e-learning system (50% - 2, 62,5% - 3, 75% - 4, 87,5%- 5) based on the Neptun-registration to the exam. The exam will take place in the university's computer room.						
<b>Compulsory readings:</b>						
<i>David Alexander and Christopher Nobes: Financial Accounting: An International Introduction, Prentice Hall, 2016, 6<sup>th</sup> Edition, chapters 1, 2, 3, 6, 8, 9, Appendix A</i>						
<b>Conceptual Framework for Financial Reporting 2010 (the IFRS Framework) approved by the IASB,</b> the Framework is available at <a href="http://www.ifrs.org/News/Press-Releases/Documents/ConceptualFW2010vb.pdf">http://www.ifrs.org/News/Press-Releases/Documents/ConceptualFW2010vb.pdf</a>						
<b>Related International Accounting Standards/International Financial Reporting Standards: IAS 1, IAS 7, IAS 8, IAS 10, IAS 16, IAS 33, IAS 38, IAS 40, IFRS 5, IFRS 8</b>						
the standards are available at <a href="http://www.ifrs.org/IFRSs/Pages/IFRS.aspx">http://www.ifrs.org/IFRSs/Pages/IFRS.aspx</a> (free registration required)						
Study materials, illustrative examples, solutions provided by the instructor in the classes (They will be uploaded to the Moodle system)						
<b>Recommended readings:</b>						
<i>Barry J. Epstein and Eva K. Jermakowicz: Wiley IFRS: Interpretation and Application of International Accounting and Financial Reporting Standards 2010, Wiley, 2010</i>						
<i>Thomas R. Ittelson: Financial Statements: A Step-by-Step Guide to Understanding and Creating Financial Reports, Career Press, 2010</i>						

### Syllabus

Wee k	Topics
1.	Introduction. The context of accounting, basic requirements. The purposes and users of accounting



	LO: Students will be able to understand the fundamentals of financial accounting
2.	Fundamentals of financial accounting LO: Students will be able to understand the fundamentals of financial accounting
3.	Basic financial statements, statement of financial position, statement of profit or loss LO: Students will be able to understand the basic financial statements
4.	Basic financial statements, statement of financial position, statement of profit or loss LO: Students will be able to understand the basic financial statements
5.	Introduction to International Accounting Standards/International Financial Reporting Standards, the IASB's Conceptual Framework LO: Students will be able to understand the structure and governance of the IFRS Foundation
6.	The double-entry bookkeeping system, the composition of financial statements LO: Students will be able to understand the double-entry bookkeeping system
7.	The contents of financial statements, statement of financial position LO: Students will be able to understand the contents of financial statements under IFRS
8.	The contents of financial statements, statement of total comprehensive income (TCI), profit or loss statement, P/L, and other comprehensive income (OCI). LO: Students will be able to understand the contents of financial statements under IFRS
9.	The contents of financial statements, statement of changes in equity LO: Students will be able to understand the contents of financial statements under IFRS
10.	The contents of financial statements, statements of cash-flows LO: Students will be able to understand the contents of financial statements under IFRS
11.	The contents of financial statements, Notes LO: Students will be able to understand the contents of financial statements under IFRS
12.	Financial reporting issues, recognition of assets and liabilities, revenues/expenses. LO: Students will be able to understand the recognition of assets, liabilities and revenues/expenses under IFRS
13.	Measurement after initial recognition under IFRS LO: Students will be able to understand the depreciation of the cost of assets
14.	Depreciation of cost of assets LO: Students will be able to understand the depreciation of the cost of assets

\*LO learning outcomes

Course title:		Hungarian:		<b>Haladó olvasmányok a világgazdaság témakörében II.</b>			Code:		<b>GT_MNGNE026-17</b>	
		English:		<b>Advanced readings in World Economy II.</b>						
Institute:										
Prerequisites:		B2 English level					Code:			
		Classes per week				Requirement		Credit	Language of instruction:	
		Lecture(s)		Seminar(s)						
Full-time	X	per week		per week	2	<b>seminar grade</b>		<b>0</b>	<b>English</b>	
Part-time										
Responsible instructor				name:		<b>Dr. Troy Wiwczarowski</b>		post	<b>Associate Professor</b>	
Instructor				name:				post		
<b>Course goals:</b>										
<p>Graduates will gain a comprehensive and fundamental knowledge of the concepts, theories and facts behind latest research into the nature of the world of work in a changing global environment, and the consequences of this on the labour market. They will get an insight into various aspects of the needs of the modern societies in terms of labour force by reading, reflecting on and making a presentation about a scientific report issued by the European Commission.</p>										
<b>Competences:</b>										
<p>Students will gain a comprehensive understanding of the basic facts, figures and comparative research data done by a researchers of the European Commission. Besides improving their reading skills, they will also feel more competent in their speaking skills via discussions and individual class presentations.</p>										
<b>Course content, topics:</b>										
<p>In line with the twofold aim of the course students are requested to read and discuss scientific articles, as well as prepare and give in-class presentations. The course content is based on the economic, financial and country reports of the European Commission, of which the most recent ones (published two years or less prior to the given academic year) are recommended.</p> <p>European economic forecasts, Economic indicators, the European enlargement process, the European labour market, various country reports</p>										
<b>Learning methods:</b>										
Team work, presentations, interaction with peers and the educator										
<b>Assessment</b>										
<p>Assessment is based on individual papers and slides based on a document issued by the European Commission not earlier than 2018. In order to receive a pass grade students need to reach 60% of the total scores.</p>										
<b>Compulsory readings:</b>										
<p><a href="https://ec.europa.eu/info/business-economy-euro/economy-finance-and-euro-publications_en">https://ec.europa.eu/info/business-economy-euro/economy-finance-and-euro-publications_en</a>  <a href="https://ec.europa.eu/info/system/files/2022-european-semester-country-report-hungary_en_0.pdf">https://ec.europa.eu/info/system/files/2022-european-semester-country-report-hungary_en_0.pdf</a>  Links to documents given by the instructor</p>										
<b>Recommended readings:</b>										
<p>Publications later than 2018:  <a href="http://ec.europa.eu/economy_finance/publications/economic_paper/index_en.htm">http://ec.europa.eu/economy_finance/publications/economic_paper/index_en.htm</a>  The Economist  Financial Times</p>										



## Syllabus

Week	Topics
1.	Orientation Requirements of good presentations. LO: Setting goals, and being acquainted with requirements concerning the course itself, and those of a good presentation.
2.	Country Report Hungary, 2022 (1): Executive summary, Economic situation and outlook LO: The overview of the basic concepts and terminology
3.	Country Report Hungary, 2022 (2): Executive summary, Economic situation and outlook LO: Students familiarise themselves with the genre of a scientific report. Besides they acquire basic technical vocabulary, and the skills to interpret charts and tables.
4.	The EU's Response to the COVID-19 Crisis: A Game Changer for the International Role of the Euro? (1) LO: Students get to know how basic economic indicators are used in scientific reports.
5.	The EU's Response to the COVID-19 Crisis: A Game Changer for the International Role of the Euro? (2) LO: Students get to know how basic economic indicators are used in scientific reports, practise them, and prepare their own analysis.
6.	Spring break
7.	Tackling Denmark's Post-Crisis Labour Market Challenges LO: Students are able to talk about a possible way of tackling the challenges of labour market crisis.
8.	European Economic Forecast. Spring 2022 (1) LO: Students understand the results of a large-scale research including several countries. In addition, they also acquire specialist terminology and stylistic knowledge.
9.	European Economic Forecast. Spring 2022 (2) LO: Students understand the results of a large-scale research including several countries. In addition, they also acquire specialist terminology and stylistic knowledge.
10.	Prospects by new member states LO: Students get an insight into the economic prospects of member states.
11.	Understanding the Political Economy of Reforms. Lessons from the EU I LO: Students get an insight into the economic analysis of political reforms in member states.
12.	Understanding the Political Economy of Reforms. Lessons from the EU II LO: Students get an insight into the economic analysis of political reforms in member states.
13.	The Recent Reform of the Labour Market in Italy: A review LO: Students familiarize themselves with a publication prepared by researchers of the European Commission dealing with the labour market of a member state.
14.	Evaluation of the course LO: Students receive individual evaluation of their performance from their tutor, and are encouraged to reflect upon this.

\*LO learning outcomes

Course title:	Hungarian:	<b>A világgazdaság főbb régióinak üzleti gyakorlata</b>				Code:	GT_MNGNE609-17	
	English:	Regional Differences of Business Practices						
Institute:		Institute of World Economy and International Relations						
Prerequisites:		-				Code:		
		Classes per week				Requirement	Credit	Language of instruction:
		Lecture(s)		Seminar(s)				
		per week	<b>0</b>	per week	<b>2</b>	<b>Exam</b>	<b>3</b>	<b>English</b>
Responsible instructor		name:	<b>Dr. Tünde Csapóné Riskó</b>			academic position	<b>Associate Professor</b>	
Instructor		name:						
Course goals:								
<ul style="list-style-type: none"> <li>- to analyse the business practices and business environment of the most important countries, regions of the world economy.</li> <li>- to highlight global business etiquette dos and don'ts involving dress, body language and gestures, dining, gift-giving, meetings, customs, negotiation, greetings, conversations, and entertaining.</li> </ul> <p>By the end of the course students will have an increased cultural sensitivity and appreciation of how applying the correct etiquette can enhance business outcomes. The course is heavily based on students' research activity and analyses of some selected countries, regions.</p>								
<b>Competences:</b>								
<i>Knowledge:</i>								
<ul style="list-style-type: none"> <li>- Knows and understands the relevant information gathering, analysis and problem solving methods, their application conditions and limitations.</li> <li>- Knows and understands the economic policy, foreign trade processes, foreign economic policy practices, trends and their implications. Knows the frameworks provided by other disciplines (law, spatial development, education) related to international business.</li> </ul>								
<i>Capabilities:</i>								
<ul style="list-style-type: none"> <li>- Independently formulates new conclusions, original ideas and solutions, applies sophisticated methods of analysis and modelling, develops strategies to solve complex problems, and makes decisions in a changing national and international environment and organisational culture.</li> <li>- Able to work effectively in an international, multicultural environment.</li> <li>- Able to identify, assign and solve problems and new environmental phenomena in the functioning of corporate, regional, national and international organisations.</li> <li>- Able to develop effective international business strategies. Able to analyse geopolitical, social, cultural and religious aspects of the international business environment.</li> </ul>								
<i>Attitudes:</i>								
<ul style="list-style-type: none"> <li>- He/she is committed to general social values and is socially sensitive both at home and internationally.</li> <li>- He/she is committed to quality, sustainability and diversity. Critical of own and subordinates' knowledge, work and behaviour. He/she is committed to correcting mistakes and developing his staff.</li> </ul>								
<i>Autonomy, responsibility:</i>								
<ul style="list-style-type: none"> <li>- Demonstrates a proactive and responsible attitude towards colleagues and subordinates in social and public affairs.</li> <li>- He/she takes initiative in solving problems, developing strategies, working with groups and colleagues within and across organisations.</li> <li>- Independently applies a wide range of methods and techniques in practice in contexts of varying complexity and predictability.</li> </ul>								
<b>Course content, topics:</b>								
International business environment; Business cultures: Hungary; European Union (in general and the founders); Scandinavian countries; some post socialist countries and the Russian Federation; China, Japan, South Korea; USA and the Arabic world.; The Balkans.								
Learning methods:								
Lectures and students' presentations								
<b>Assessment</b>								
<ul style="list-style-type: none"> <li>- <b>Signature requirements:</b> regularly attending the classes (not more than 1/3 of the classes is accepted to be missed).</li> <li>- Students working in groups (2-3 students/group) must prepare a <b>presentation</b> introducing the business culture of</li> </ul>								

a selected country. These presentations will be introduced during the seminars (Week 10-14) and required from each student. The presentations must be uploaded to the eLearning portal of the course at least one week before the scheduled date of the presentation. Requirements will be discussed in the seminars and will be available on the eLearning portal (Introduction ppt).

- **Written exam** in the examination session.

- **The final grade** will be calculated based on the written exam and the presentation (50%-50%).

**Compulsory readings:**

- lecture slides + uploaded teaching materials
- Lillian Chaney – Jeanette Martin: Intercultural Business Communication. Pearson, 2014 ISBN 13: 978 1 292 039664
- Jean-Claude Usunier – Julie Lee: Marketing across cultures. Pearson, 2012 (Part 1: 1-97p) ISBN 13: 978 027 3757 733
- Gerald Albaum – Edwin Duerr – Alexander Josiassen: International marketing and export management. Pearson, 2016 (Chapter 3: 127-161p) ISBN 13: 978 129 2016 924
- S. Tamer Cavusgil – Gary Knight – John Riesenberger: International business: The new realities, Global edition. Pearson, 2016 (Part 2/3: 84-113p) ISBN 13: 978 1 292 15283 7
- Stuart Wall- Sonal Minocha – Bronwer Rees: International business. Pearson, 2015 (Chapter 5: 159-188p) ISBN 13: 978 129 201 6689

**Recommended readings:**

- Falkné Bánó Klára: Kultúraközi kommunikáció. Chapter IV: Cultural Aspects of Doing Business in Hungary, Perfekt Kiadó, 2008 ISBN 978 963 394 7470
- Country Profiles by Transparency International: <http://www.transparency.org/country>
- The World Factbook: <https://www.cia.gov/library/publications/the-world-factbook/>

## Syllabus

Week	Topics
1.	Introduction to the course + Business cultures: Hungary LO: Students will understand the topics and requirements of the course. Students will understand the business culture of Hungary.
2.	Business cultures: European Union (the founders) LO: Students will understand the business culture of the European Union (the founders).
3.	Business cultures: European Union (Scandinavian countries) LO: Students will understand the business culture of the European Union (Scandinavian countries).
4.	Business cultures: some post socialist countries and the Russian Federation LO: Students will understand the business culture of some post socialist countries and the Russian Federation.
5.	Business cultures: Far East (China, Japan, South Korea) LO: Students will understand the business culture of China, Japan, South Korea.
6.	Business cultures: USA and the Arabic world LO: Students will understand the business culture of the USA and the Arabic world.
7.	Library week
8.	Business cultures: The Balkans LO: Students will understand the business culture of the Balkans
9.	Business cultures: students' presentations LO: Students will understand the business culture of the presented countries.
10.	Business cultures: students' presentations LO: Students will understand the business culture of the presented countries.
11.	
12.	
13.	
14.	

\*LO learning outcomes

Course title:		Hungarian:		Az EU regionális politikájának elmélete és gyakorlata		Code:	GT_MNGNE602-17	
		English:		Theory and Practices of Regional Development				
Institute:		Faculty of Economics and Business						
Prerequisites:		-				Code:	-	
		Classes per week				Requirement	Credit	Language of instruction:
		Lecture(s)		Seminar(s)				
full time program	x	per week	2	per week	2	terminal examination	5	English
Responsible instructor		name:		Fruzsina SIGÉR		post	assistant professor	
Course goals:								
<p>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.</p> <p>The student will be familiar with the tools and institutions of the Hungarian Regional Development before 2004 (beginning of the EU membership) and after the accession to the Union. In the second half of the semester the main actors of the Hungarian Regional policy, the latest EU grant opportunities and the practical side of the Regional Development will be introduced in more details to the students.</p>								
<b>Competences</b>								
<i>Knowledge:</i>								
Graduates will have acquired								
<ul style="list-style-type: none"> <li>- knowledge of the European integration process and the policies of the European Union related to its activities.</li> <li>- knowledge of the socio-economic context and the factors that influence it at local, regional, national and international levels.</li> <li>- knowledge and use of economic, international economic, world economic, management and decision-making theories and methods of analysis.</li> <li>- knowledge and understanding of economic policy, foreign trade processes, foreign economic policy practices, trends and their impact. Knowledge of the framework provided by other disciplines (legal, spatial development, education) related to international business.</li> <li>- In addition to a high level of common language, you will have a command of business terminology, its idiomatic expressions and idiomatic expressions in your mother tongue and in at least two foreign languages.</li> </ul>								
<i>Capabilities:</i>								
Graduates will								
<ul style="list-style-type: none"> <li>- have the ability to work effectively in an international, multicultural environment.</li> <li>- have the ability to develop effective international business strategies. Will gain ability to analyse the geopolitical, social, cultural and religious aspects of the international business environment.</li> <li>- have the ability to plan and organise economic activities in business organisations, international organisations, government institutions, economic work, foreign trade, finance, development policy and economic policy processes, apply the elements and methods learned, draw conclusions, make proposals and decisions.</li> <li>- have the ability to actively and effectively use negotiation and persuasion techniques, business communication in at least two foreign languages.</li> </ul>								
<i>Attitudes:</i>								
Graduates will								
<ul style="list-style-type: none"> <li>- have a cultured, ethical and objective intellectual approach to people and social problems, and takes into account wider social, sectoral, regional, national and European values (including social, social and ecological, sustainability aspects).</li> <li>- be committed to general social values and is socially sensitive both domestically and internationally.</li> <li>- be interested in the results and solutions of related disciplines and is open to networking.</li> <li>- be characterised by the ability to innovate, open-mindedness, tolerance and cooperation.</li> </ul>								
<i>Autonomy, responsibility:</i>								
Graduates will								
<ul style="list-style-type: none"> <li>- demonstrates a proactive and responsible attitude towards colleagues and subordinates in social and public affairs.</li> <li>- be involved in research and development projects, mobilises his/her theoretical and practical knowledge and skills in the project team in an autonomous way, in cooperation with the other members of the team, in order to achieve the goal.</li> </ul>								
<b>Course content , topics:</b>								

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 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

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. Max. 3 absences in the semester from seminars

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

#### Compulsory readings/ Recommended readings:

- Slides of the lectures and the following reading are compulsory for the students:
- Bulmer, S. et al eds. (2020): Politics in the European Union - 5th edition. Oxford- New York: Oxford University Press. ISBN 978-0-19-882063-5
- Baldwin, R - Wyplosz, Ch. (2020): The Economics of European Integration. 6th edition. London: McGraw-Hill Education. ISBN-13: 978-1526847218
- Jacques Pelkmans: European Integration – Methods and Economic Analysis, Pearson Education Canada; 3rd edition, 2006; ISBN-10: 0273694499, ISBN-13: 978-0273694496
- Darvas Zsolt - Mazza, Jan - Midoes, Catarina (2019): How to improve European Union cohesion policy for the next decade. Bruegel, Policy Contribution, Issue n°8 | May 2019.  
[https://www.bruegel.org/wp-content/uploads/2019/05/PC-08\\_2019.pdf](https://www.bruegel.org/wp-content/uploads/2019/05/PC-08_2019.pdf)

#### *Recommended readings:*

- Allen, David (2005): Cohesion and the Structural Funds. In: Wallace, Helen – Wallace, Henry (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]
- Horvath, Z. (2011): Handbook on the European Union. 4th edition, HVG-Orac Lapkiadó Kft, Budapest. Ehrlich Éva: Transformation and Hungarian regional development : facts, trends, dilemmas and objectives / 2003
- Evans, Andrew The EU structural funds / 1999

### Syllabus

Week	Topics
1.	Introduction to the course, Introduction to the Regional Development, LO: Course schedule, compulsory readings, study requirements
2.	Introduction to Economic Growth, Regional differences, convergence and divergence in the long-run, Student presentations LO: Getting knowledge about development theories
3.	New economic geography theories, Role of Regional support (grants) in Development Political, economic theories behind the Regional Development; LO: Getting knowledge about development theories
4.	The reason for Regional Development, The History of the European Regional Policy



	Students' presentations LO: Overview of the Regional Policy in Europe
5.	Main goals, means and budget of the RD Policy The financial- programming periods of the Regional Development from 1980's till 1999 Students' presentations LO: Students gain information about the goals and means of the Regional Policy, they understand the logic of regional development
6.	Programming period between 2000-2006, Agenda 2000, Comparison with previous periods Students' presentations LO: General and specific information on the goals, funds, budget of regional policy of the EU
7.	Programming period between 2007-2013, Comparison with previous periods Students' presentations LO: General and specific information on the goals, funds, budget of regional policy of the EU
8.	Programming period between 2014-2020, EU 2020 Strategy in the EU; Comparison with previous periods Students' presentations LO: General and specific information on the goals, funds, budget of regional policy of the EU
9.	European Territorial Cooperations in EU Students' presentations LO: The logic behind international cooperation programmes, its goal and types
10.	Regional policy after 2020 LO: Insite into the future of regional policy in EU
11.	The Hungarian institutional structure of Regional Development, OPs in Hungary in 2014-2020 Regional Development as Public policy in Hungary LO: Overall information about Hungarian regional development
12.	Project visit LO: Regional Policy in real life
13.	Summary of the course Final term LO: Written test to measure student knowledge
14.	Discussion about students' result and grades LO: Personal conversation about performance

\*LO learning outcomes

Course title:		Hungarian:	Nemzetközi egyezmények, szervezetek és gazdasági hatásai				Code:	GT_MNGNE603-17
		English:	<b>International Agreements, Organizations and their Economic Effects</b>					
Institute:		Faculty of Economics and Business						
Prerequisites:		-				Code:	-	
Type		Classes per week				Requirement	Credit	Language of instruction:
		Lecture(s)		Seminar(s)				
Full time	x	per week	2	per week	2	<b>terminal examination</b>	<b>5</b>	<b>English</b>
Part time								
Responsible instructor		name:	<b>Eszter TOTH</b>			academic position	<b>assistant lecturer</b>	
<b>Course goals:</b>								
<p>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.</p>								
<b>Competences</b>								
<i>Knowledge:</i>								
Graduates will								
<ul style="list-style-type: none"> <li>- have acquired knowledge of the European integration process and the policies of the European Union related to its activities.</li> <li>- understand the structure, functioning and interrelationships of business organisations across national and transnational borders, information and motivational factors, with particular attention to the institutional environment.</li> <li>- have acquired knowledge of the socio-economic context and the factors that influence it at local, regional, national and international levels.</li> <li>- have acquired knowledge and use of economic, international economic, world economic, management and decision-making theories and methods of analysis.</li> <li>- In addition to a high level of common language, you will have a command of business terminology, its idiomatic expressions and idiomatic expressions in your mother tongue and in at least two foreign languages.</li> </ul>								
<i>Capabilities:</i>								
Graduates will								
<ul style="list-style-type: none"> <li>- independently formulate new conclusions, original ideas and solutions, apply sophisticated methods of analysis and modelling, develop strategies to solve complex problems and make decisions in a changing national and international environment and organisational culture.</li> <li>- have the ability to work effectively in an international, multicultural environment.</li> <li>- have the ability to develop effective international business strategies. Will gain ability to analyse the geopolitical, social, cultural and religious aspects of the international business environment.</li> <li>- have the ability to plan and organise economic activities in business organisations, international organisations, government institutions, economic work, foreign trade, finance, development policy and economic policy processes, to apply the elements and methods learned, to draw conclusions, make proposals and take decisions.</li> <li>- have the ability to actively and effectively use negotiation and persuasion techniques, business communication in at least two foreign languages.</li> </ul>								
<i>Attitudes:</i>								
Graduates will								
<ul style="list-style-type: none"> <li>- independently selects and applies relevant problem-solving methods in areas of organisational, strategic and management relevance, and independently carries out economic analysis, decision preparation and advisory tasks. Independently establishes, organises and manages large enterprises or larger organisations and departments.</li> <li>- have a cultured, ethical and objective intellectual approach to people and social problems, and takes into account wider social, sectoral, regional, national and European values (including social, social and ecological, sustainability aspects).</li> <li>- be committed to general social values and is socially sensitive both domestically and internationally.</li> <li>- be interested in the results and solutions of related disciplines and is open to networking.</li> <li>- be characterised by the ability to innovate, open-mindedness, tolerance and cooperation.</li> </ul>								
<i>Autonomy, responsibility:</i>								

<p>Graduates will</p> <ul style="list-style-type: none"> <li>- demonstrates a proactive and responsible attitude towards colleagues and subordinates in social and public affairs.</li> <li>- be involved in research and development projects, mobilises his/her theoretical and practical knowledge and skills in the project team in an autonomous way, in cooperation with the other members of the team, in order to achieve the goal.</li> </ul>
<p><b>Course content , topics:</b></p> <p>International agreements which cover the economic, political, military, environmental and nuclear fields from all over the world.</p>
<p><b>Learning methods:</b></p> <p>The course has both lecture and seminar part. The students are expected to take part in the seminars, and 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. A final test will be organised at the end of the semester.</p>
<p><b>Assessment</b></p> <p>Presentation of an international organization (40%). and exam (60%),  Final evaluation: 0–59% failed (1), 60–69% acceptable (2), 70–79% medium (3), 80–89% good (4), 90–100% excellent (5). Class work: for an optional additional 10%.</p>
<p><b>Compulsory readings:</b></p> <ul style="list-style-type: none"> <li>• Original text of the agreements and official websites of the international organizations</li> <li>• Archer, Clive: International Organizations (Routledge, 2001)</li> <li>• Margaret P. Karns - Karen A. Mingst: International Organizations: The Politics and Processes of Global Governance, (Lynne Rienner Publishers 2009)</li> <li>• Hurd, Ian: International Organizations – Politics, Law, Practice (Cambridge University Press, 2011)</li> <li>• David Armstrong, Lorna Lloyd&amp;John Redmond: International Organisations in World Politics (Palgrave Macmillan 2004)</li> </ul>
<p><b>Recommended readings:</b></p> <ul style="list-style-type: none"> <li>• Art, Robert J. and Robert Jervis. 2012. International Politics: Enduring Concepts and Contemporary Issues. Prentice Hall.</li> <li>• Acharya, Amitav and Alastair Iain Johnston. 2007. Crafting Cooperation: Regional International Institutions in Comparative Perspective. Cambridge University Press.</li> <li>• Barnett, Michael and Martha Finnemore. 2004. Rules for the World: International Organizations in World Politics. Cornell University Press.</li> <li>• Diehl, Paul and Brian Frederking, eds. 2010. The Politics of Global Governance: International Organizations in an Interdependent World, 4th ed. Lynne Rienner.</li> <li>• Gruber, Lloyd. 2000. Ruling the World: Power Politics and the Rise of Supranational Institutions. Princeton University Press.</li> <li>• Hawkins, Darren, David A. Lake, Daniel L. Nelson and Michael J. Tierney, eds. 2006. Delegation and Agency in International Organizations. Cambridge University Press.</li> <li>• Lake, David. 2001. "Beyond Anarchy: The Importance of Security Institutions," International Security 26, pp. 129-160.</li> <li>• Martello, Marybeth, Peter M. Haas, Sheila Jasanoff and Gene Rochlin, eds. 2004. Earthly Politics: Local and Global in Environmental Governance. MIT Press.</li> <li>• Martin, Lisa and Beth Simmons. 1998. "Theories and Empirical Studies of International Institutions," International Organization 52, pp. 729–757.</li> <li>• Martin, Lisa and Beth Simmons, eds. 2001. International Institutions: An International Organization Reader. MIT Press.</li> <li>• Mearsheimer, John J. 1995. "The False Promise of International Institutions," International Security 19, pp. 5-49.</li> <li>• Milner, Helen and Andrew Moravcsik, eds. 2009. Power, Interdependence, and Nonstate Actors in World Politics. Princeton University Press.</li> <li>• Nye, Joseph S. 2011. The Future of Power. PublicAffairs.</li> <li>• Ostrum, Elinor. 1990. Governing the Commons: The Evolution of Institutions for Collective Action. Cambridge University Press.</li> </ul>

### Syllabus

Wee k	Topics
1.	Charter of the United Nations LO: Students learn more about the UN Charter
2.	Agreement of the International Monetary Fund LO:Students gain an insight on the IMF

3.	IBRD Articles of Agreement LO: Students learn more about the World Bank group
4.	The North Atlantic Treaty LO: Students gain insight on the of the most important military agreement
5.	General Agreement on Tariffs and Trade LO: Students learn more about the GATT
6.	Treaty establishing the European Economic Community, Treaty establishing the European Atomic Energy Community LO: Students gain insight on the European integration
7.	Statute of the International Atomic Energy Agency LO: Students learn more about the nuclear treaties
8.	Asean Declaration (Bangkok Declaration) LO: Students learn more about the Southeast Asian integration
9.	Lomé Convention LO: Students learn more about the African integration
10.	African Economic Community Treaty (Abuja Treaty) LO: Students learn more about about the African Economic Community
11.	Treaty of Maastricht on European Union LO: Students learn more about the European Integration
12.	North American Free Trade Agreement (NAFTA) LO: Students learn more about the North American free trade
13.	Kyoto Protocol LO: Students learn more about the environmental issues
14.	Treaty of Lisabon LO: Students learn more about the latest European treaty

\*LO learning outcomes