



College of Business
MGMT 3000-01/5000-01((Special Topics in Management) and
PADM 8000 (Advanced Topics in Public Administration):
Business and Culture in Eastern Europe
Summer 2018

Credit Hours: 3

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Office Hours: Monday 3:00PM-7:00 PM; Wednesday 3:00 PM-7:00 PM (online office hours) and by appointment

Class days: April, 30 -June, 24 2018

Catalog Description:

This course is designed to develop skills and perspectives that enable students to gain experience in an international environment. The class is organized around cross cultural exercises, class discussions, visits to country businesses, and institutions, lecture at Corvinus University (Budapest, Hungary) and guest speakers.

Prerequisites:

None

Rationale:

Globalization is an important phenomenon affecting all countries. An understanding of the political, economic, legal and informal characteristics of another country, will deepen a student's understanding of how interconnected the global economy is, -facilitate a deeper appreciation of the impact of globalization in the United States, and the role of government in generating economic growth.

Intended Audience:

This is an Elective course for students in CAS, COB, COE, and CHHS.

Expected Learning Outcomes:

Upon successful completion of the course, students should be able to:

1. Describe the Political, Economic and Legal characteristics of the Hungary, Czech Republic and Slovakia.
2. Describe Hungary, Czech Republic and Slovakia's informal institutions – culture, values, norms, social stratification etc.
3. Discuss social issues – health care delivery, education, living standards - affecting Hungary, Czech Republic and Slovakia.
4. Examine the rise and fall of Soviet domination in the countries of East-Central Europe after 1945 and how it affects business and culture in these countries.
5. Analyze the communist dictatorships and the 1989-1990 revolutions in other countries of the region, such as Czechoslovakia and Hungary
6. Discuss the role of government in turning a transition economy into a competitive market economy
7. Discuss the attractiveness of Hungary, Czech Republic and Slovakia as a location for global business activities

Instructional Modality: Lecture / discussions/ online discussions and/travel

Required Textbook and Readings

1. **Opportunities and Risks for investors in central and east Europe. Financial Times. May 7, 2017**
<https://www.ft.com/content/4248a712-07da-11e7-ac5a-903b21361b43>
2. **World Economic Forum: Business in a Changing World:**
<https://agenda.weforum.org/2015/01/business-in-a-changing-world/>
3. **World Bank Doing Business in Europe and Central Asia 2017 Report**
http://www.doingbusiness.org/reports/~/_media/WBG/DoingBusiness/Documents/Profiles/Regional/DB2017/ECA.pdf
4. **Economic and Business of Hungary**
https://ec.europa.eu/info/sites/info/files/ecfin_forecast_spring_110517_hu_en.pdf
https://www.nordeatrade.com/dk/explore-new-market/hungary/economical-context?vider_sticky=oui
5. **Economic and Business of Czech Republic**
https://ec.europa.eu/info/sites/info/files/ecfin_forecast_spring_110517_cz_en.pdf
<https://www.nordeatrade.com/en/explore-new-market/czech-republic/economical-context>
6. **Economic and Business of Slovakia**
https://ec.europa.eu/info/sites/info/files/ecfin_forecast_spring_110517_sk_en.pdf
https://www.nordeatrade.com/dk/explore-new-market/slovakia/economical-context?vider_sticky=oui
7. **Economic Forecast for Eastern European Countries 2017**
<https://www.focus-economics.com/regions/central-and-eastern-europe>
8. **25 years of transition : post-communist Europe and the IMF** / James Roaf, Ruben Atoyán, Bikas Joshi, Krzysztof Krogulski and an IMF staff team. – Washington, D.C. : International Monetary Fund, 2014
http://www.imf.org/external/region/bal/rr/2014/25_years_of_transition.pdf
9. SPALLER Endre (2016) **The Political and Economic Transition in Hungary.**
<http://www.koed.hu/medit/endre.pdf>

10. OECD report about economic and political situation in Czech Republic. (2016)
<https://www.oecd.org/eco/surveys/Czech-Republic-2016-overview.pdf>
11. OECD report about economic and political situation in Hungary. (2016)
<https://www.oecd.org/eco/surveys/hungary-2016-OECD-economic-survey-overview.pdf>
12. OECD report about economic and political situation in in Slovak Republic (2015)
https://www.oecd.org/economy/surveys/Overview_Slovak%20Republic_2014.pdf

Watch video:

Forecast of Eastern Europe 2017

https://ec.europa.eu/info/business-economy-euro/economic-performance-and-forecasts/economic-forecasts/spring-2017-economic-forecast_en#economic-forecast-by-country

Economy of Czech republic today

<https://www.youtube.com/watch?v=hcmoiDA4pVs>

Economy of Hungary today (Transformation Of Hungary's Economy Seen As Success)

<https://www.youtube.com/watch?v=qiQHSCFXVBM>

Optional (but recommended) Readings and Internet Resources for Eastern Europe Visit:

- ◆ Richard J. Crampton, Eastern Europe in the 20th century and after. Routledge, 2001
- ◆ The Economist : <http://www.economist.com>
- ◆ EUBusiness <http://www.eubusiness.com/regions/east-europe>
- ◆ A quick tour of Eastern Europe's startup hubs <https://venturebeat.com/2017/01/21/a-quick-tour-of-eastern-europes-startup-hubs/>
- ◆ IHS Global Insight: <http://www.ihs.com/>
- ◆ The Wall Street Journal: <http://www.online.wsj.com/public/us>
- ◆ The World Bank: <http://www.worldbank.org>
- ◆ The IMF: <http://www.imf.org>
- ◆ Organization for Economic Co-operation and Development: <http://www.oecd.org/>
- ◆ United States Bureau of Labor Statistics
- ◆ United States International Trade Commission
- ◆ World Economic Forum: <http://www.ihs.com/>
- ◆ World Trade Organization (WTO)

Grading:

- Online Discussions (OD) = (30 %)
- Topical Slide Show (TSS) = (25%)
- Topical Paper (TP) = (45%)
- Total = 100%

Grade Calculation:

$$30\% (OD) + 25\% (TSS) + 45\% (TP)$$

A = 90 - 100 B = 80 - 89 C = 70 - 79 D = 60 - 69
F = Below 60

Schedule of Course Activities (Schedule is subject to changes as announced):

Week	Day	Activities	Readings for week	Work Elements
Week 1		Introduction: Travel Review and Course Particulars Brief Review of History	Opportunities and Risks for investors in central and east Europe. Financial Times. https://www.ft.com/content/4248a712-07da-11e7-ac5a-903b21361b43	Lecture at GSU
Week 2				
Day 1	5-May	Arrival at O'Hare Airport		
Day 2	6-May	Brief tour of Budapest		Discussion, Briefing at Hotel after tour
Day 3	7-May	Tour to the Memento Park		Discussion, Briefing at Hotel after tour
Day 4	8-May	Tour to the National Museum Follow Itinerary/Agenda		Discussion, Briefing at Hotel after tour
Day 5	9-May	Tour to Roma cultural and educational center of capital Follow Itinerary/Agenda		Discussion, Briefing at Hotel after tour
Day 6	10-May	Transfer to Prague Follow Itinerary/Agenda		Discussion, Briefing at Hotel after tour
Day 7	11-May	Tour to Museum of Communism, Lucerna Palace Follow Itinerary/Agenda		Discussion, Briefing at Hotel after tour
Day 8	12-May	Tour around Castle district in Prague Follow Itinerary/Agenda		Discussion, Briefing at Hotel after tour
Day 9	13-May	Tour to Brno Follow Itinerary/Agenda		Discussion, Briefing at Hotel after tour
Day 10	14-May	Tour to Bratislava Follow Itinerary/Agenda		Discussion, Briefing at Hotel after tour
Day 11	15-May	Tour to Bunker, Devin Castle and Sandberg Follow Itinerary/Agenda		Discussion, Briefing at Hotel after tour
Day 12	16-May	Departure day Follow Itinerary/Agenda		Discussion
Week 4		Overview of governance and business conditions in Hungary	Economic and Business of Hungary	Online Discussion 1
Week 5		Overview of governance and business conditions in the Czech Republic -	Economic and Business of Czech Republic	Online Discussion 2
Week 6		Overview of governance and business conditions in Slovakia	Economic and Business of Slovakia	Online Discussion 3
Week 7		Organize Course Notes and prepare Topical Slide Show	Topical Slide Show due June, 15	Online Discussion of Topical Slide Shows of classmates
Week 8		Topical Paper due June 22, 2018		Topical Paper

Activities/Assignments:

◆ Weekly Discussions

Weekly Online Discussion Topics will be provided weekly online.

Much of the learning that takes place in this class structured around readings occurs as a result of travel to Hungary, Czech Republic and Slovakia. Therefore, online participation and discussion, defined in terms of students' contributions to a positive learning environment, will constitute a 30% of the students' final grades.

Discussion Questions pertaining to the Weekly Readings in the Modules:

For each module of the course, students will respond each week to a question deriving from the readings. The question will be posted by the instructor. Discussion postings should address one of the questions listed in the online assignment that has not been previously addressed by another student and also respond and build on to your fellow students' postings. Initial postings and follow-up responses (i.e., substantive responses to 2 classmates' initial posting) should be submitted to BlackBoard.

◆ Topical Paper

A topical paper proposal will be developed during the first two weeks of class.

Students are asked to write an approximately 3,000-word home assignment on a topic chosen from the list of recommended topics. Deadline is June, 22 2018. Students should upload their Topical paper on Blackboard in Folder Topical paper.

The students can choose from this list of topics, which will be defined for the following areas:

- Business Conditions and its Implications (Doing Business in Eastern Europe)
- Economic Forecast for Hungary, Czech Republic and Slovakia
- Health Sector and Critical Issues in Hungary, Czech Republic and Slovakia
- Education Sector and Critical Issues in Hungary, Czech Republic and Slovakia.
- Government reforms in Hungary and /or Czech Republic and/or Slovakia
- Social Issues faced by Hungary, Czech Republic and Slovakia.
- Eastern Europe's startup hubs
- 1956 revolution in Hungary and the 1968 Prague Spring
- 1968 in Czechoslovakia, Poland and Hungary
- Everyday life in the countries of the Soviet bloc in the 1970s and 1980s
- Comparing the revolutions of 1989 in East-Central Europe – peaceful transition to democracy versus bloody revolution:
 - The Prague Spring, 1968
 - Vaclav Havel – before and after 1989
 - The Velvet Revolution in Czechoslovakia, 1989
 - Dissolution of Czechoslovakia, 1993
 - How did the Soviet attitude change towards the Czechoslovakian reform process during the 1968 Prague Spring?
- Transition to democracy in Czechoslovakia and Hungary
- Government policies and economic growth in Hungary or Slovakia or Czech Republic

Choose a topic relative to the Course Activities to Develop a Topical Paper in APA Format.

If the students are interested in specific topics after their travel for their Topical Paper, they can send email with this topic to Instructor for approval.

During the text use references and compile a full bibliography at the end of the text with full publication information. (E.g. in the bibliography: Richard J. Crampton, Eastern Europe in the 20th century and after. Routledge, 2001. Reference during the text: [Crampton, p. 50.]

◆ **Topical Slide show**

When you travel in Hungary, the Czech Republic, and Slovakia, take photos about monuments, buildings, locations connected with the communist past of the country. Prepare a **slide show** and shortly comment on the pictures and their historical background (not less than 15 slides).

The slide show is due June, 20.

Attendance is mandatory.

Your attendance in class, and especially your active participation, will have a major influence upon your grade.

If you have an emergency, you are to contact the instructor as soon as possible and if a medical emergency, provide proof of such.

POLICIES:

Emails:

Emails will be replied within 24 to 48 hours of receipt.

Office hours:

A message and a call back number should be left if I am unavailable.

Graded Activities:

There will be no make-up for any graded activity without a documented medical record or other documented emergency for the date and time of the graded activity. Students who miss a graded activity without a valid excuse will receive a zero for that graded activity.

Late Submission:

No late submission shall be accepted. Any other deliverable submitted with 24 hours of a due date will be accepted but 5 points shall be deducted from the earned grade. A deliverable shall not be accepted for grading after 24 hours of its due date.

Disability Statement: GSU is committed to providing all students equal access to University programs and facilities. Students needing an accommodation based on disability should contact the Director of Access Services for Students with Disabilities (ASSD). Students must register with ASSD before faculty members are required to provide appropriate accommodations. For more information or to register, please contact the Director of ASSD (Room B1215 or assd@govst.edu or 708-235-3968). To ensure that learning needs are met, contact ASSD before or during the first week of classes.

Title IX Statement: Consistent with GSU Policy 52, Anti-Discrimination and Harassment, Title IX regulations make it clear that violence and harassment based on sex and gender is a Civil

Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories, such as race, national origin, etc. The University has a duty to prevent harassment, to post policies against it, to investigate complaints, and to take prompt action to stop harassment when it occurs. Contact the Governors State University Title IX Officer, Joyce Coleman to report any incidents at 708.235.7169 or jcoleman7@govst.edu. For complete Title IX information and resources, visit: <http://www.govst.edu/TitleIX/>

Emergency Preparedness Statement: In case of emergency, the University's Alert System will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the myGSU portal. In addition, students are encouraged to familiarize themselves with the Emergency Procedures posted in each classroom. Detailed information about the University's emergency management plan, information about how to update your contact information, and the Campus Safety Booklet can be found at <http://www.govst.edu/emergency>.

Academic Honesty Statement: Students are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following: use and acknowledgement of the ideas and work of others, submission of work to fulfill course requirements, sharing of work with other students, and appropriate behavior during examinations. These ethical considerations are not intended to discourage people from studying together or from engaging in group projects. The University policy on academic honesty appears in the catalog appendix, which can be found on the website at <http://catalog.govst.edu/content.php?catoid=1&navoid=37>

Examination of Student Assigned Work for Program Review: All work submitted by the student may be reviewed by external faculty or staff for program, college, or university assessment purposes while keeping confidential individual identity and scores.

Final Note: The purpose of this course is to allow each of you develop skills that will help you be successful in your careers. To benefit the most from this course, be sure to prepare all cases and topics in the news, be actively involved in the simulation game, read the chapters ahead of the time they are scheduled to be taught and be willing to ask pertinent questions.

College of Business Mission Statement

"We offer an accessible, high quality education to a diverse student body primarily from the Chicago area, actively engage in research, and provide service to the community. We empower our students with the knowledge, skills and ethical perspectives needed to succeed in a technologically sophisticated global society".

MPA Mission Statement

"The Master of Public Administration Program (MPA) degree program in Governors State University's College of Arts and Sciences prepares students to serve as administrators in the non-profit sector, all levels of government, and private organizations. The MPA program provides a high-quality education to a diverse student body, while engaging in scholarly activities and community service. The program encourages students to become civically engaged and advances students' practical knowledge for career advancement in the nonprofit, public, and private sector. The MPA curriculum is designed to offer courses that emphasize the importance of ethics, how to solve complex organizational dilemmas, and implement sustainable solutions."