

Программа учебной дисциплины «Экономика переходных и развивающихся рынков»

Утверждена
Академическим советом ОП
Протокол №3 от 30.08.2019

Разработчик	Стрижак Ульяна Петровна, доцент, Школа востоковедения
Число кредитов	3
Контактная работа (час.)	2
Самостоятельная работа (час.)	112
Курс, Образовательная программа	4 курс (Б), ОП «Востоковедение»
Формат изучения дисциплины	С использованием онлайн курса

1. Learning objectives, learning outcomes, pre-requisites

The purpose of the course “Economics of Transition and Emerging Markets” is to familiarize students with an analysis of the problems faced by countries with economies in transition and countries with emerging markets, namely, those middle and low income countries that have implemented market economic reforms and become integrated into the world economy since the 1990s .The objectives of the course are to:

- understand the role of a brief history of the communist economic system based on central planning in the former Soviet Union and Central and Eastern Europe, its development and collapse in the late 1980s / early 1990s and the subsequent transition to a market system in the 1990s and 2000s;

- form the basic understanding of the business climate in Russia and the skills necessary for doing business in Russia.

By the end of the course the students will be able:

To know:

basic concepts of the foundations of the economy;

problems of the modern global economy and global and regional economic governance with a special emphasis on emerging market economies and their role;

Be able to:

logically formulate, state and reasonably defend their own vision of the economic problems under consideration and ways to solve them;

independently analyze the experience of market reforms in China, India, other countries of Asia, the Middle East and North Africa, sub-Saharan Africa and Latin America for the same period.

To use:

skills of setting goals and effective means of achieving them on the basis of analysis.

The course is taught at the 3rd year in the 1st module.

The learning format includes the online-course at the base of Coursera platform (URL: <https://www.coursera.org/learn/economics-transition-emerging-markets>).

2. Course plan

Topic	Hours	Estimated results of learning the material	Control forms
	lct		
	sem		
	onl/slf		
Part 1 (module 1)			
Theme 1. Centrally-planned economy: its origins, evolution and collapse	0	Know the origin of the centrally planned economy, its main characteristics, evolution, attempts to reform it and the history of its collapse, the market transformation program in the 1990s and its main components, such as macroeconomic stabilization, internal and external liberalization and privatization	Test after the 1 st week (10 minutes)
	0		
	25		
Theme 2. Post-communist transition and its results	0	Understanding the specifics of the political economy of the transition period, consider disputes about the transition strategy and the first results of the transition (in the late 1990s), the relationship between market and democracy, and between the economic and political transition and the role of external actors in the transition process	Test after the 1 st week (10 minutes)
	0		
	25		
Theme 3. Role of external actors in the post-communist transition and economic reforms in Asia	0	Understanding the role of external actors (IMF, World Bank, WTO, EU, etc.) in the economic and political transition period in Central and Eastern Europe and the former Soviet Union, cumulative results of the transition period at the beginning / middle of the period. 2010s, features of the Chinese economic transition and its main stages, market reforms in other Asian countries (Vietnam, Laos, Cambodia, Myanmar, Mongolia, India	Test after the 1 st week (10 minutes)
	0		
	25		
Theme 4. Market reforms in the Arab world, sub-Saharan Africa and Latin America	0	Digest: market reforms in the Arab world (including the period of the Arab spring), in sub-Saharan Africa, in Latin America, a brief overview of reforms in emerging markets since 1980.	Test after the 1 st week (10 minutes)
	0		
	25		
Theme 5. Emerging markets and their role in the global economy	0	Understanding the causes and consequences of crises in emerging markets in the 1980s and 1990s, the impact of the global financial crisis of 2008-2009 on emerging markets, the growing role of emerging markets in the global economy	Test after the 1 st week (10 minutes)
	0		
	25		
Topic 6: Market	0	Understanding market reforms in the Arab world	Test after

Reforms in the Arab World, Sub-Saharan Africa and Latin America	0	(including the Arab Spring), sub-Saharan Africa, Latin America, a brief overview of emerging market reforms since 1980	the 1 st week (10 minutes)
	25		
<i>Debates</i>			2 hours
<i>Total number of hours (1 module)</i>			lct -
			sem -
			onl/slf - 150

The formats of the learning:

lct (lections) – online

sem (seminars) – online

onl / slf – self-study of the students.

Topic description:

Section 1. Economics of Transition and Emerging Markets

Theme 1. Centrally planned economy: its origins, evolution and collapse.

A review and fundamental understanding of the origin of a centrally planned economy, its main characteristics, evolution, attempts to reform it and the history of its collapse, the market transformation program in the 1990s and its main components, such as macroeconomic stabilization, internal and external liberalization and privatization.

Theme 2. Post-communist transition and its results

Explanations of the definition of political economy in transition, consider disputes over the transition strategy and the first results of the transition (in the late 1990s), the relationship between market and democracy, and between the economic and political transition and the role of external actors in the transition process

Theme 3. Role of external actors in the post-communist transition and economic reforms in Asia

Discussion of the role of external participants (IMF, World Bank, WTO, EU, etc.) in the economic and political transition period in Central and Eastern Europe and the former Soviet Union, cumulative results of the transition period at the beginning / middle of the period. 2010s, features of the Chinese economic transition and its main stages, market reforms in other Asian countries (Vietnam, Laos, Cambodia, Myanmar, Mongolia, India

Theme 4. Market reforms in the Arab world, sub-Saharan Africa and Latin America

Digest: market reforms in the Arab world (including the Arab Spring), sub-Saharan Africa, Latin America, a brief overview of emerging market reforms since 1980

Theme 5. Emerging markets and their role in the global economy

The causes and consequences of crises in emerging markets in the 1980s and 1990s, the impact of the global financial crisis of 2008-2009 on emerging markets, the growing role of emerging markets in the global economy

Topic 6 Market reforms in the Arab world, sub-Saharan Africa and Latin America

The main theme is an understanding of market reforms in the Arab world (including the period of the Arab spring), in sub-Saharan Africa, in Latin America, a brief overview of reforms in emerging markets since 1980

3. Grading system

The grading system includes In-class period control and Final control.

In-class control aims to organize the self-study work of the students and is carried out in the written form. It includes:

- Studying step by step the online course alongside with solving some tasks for each topic
- Successful completing of the online courses

Final control is carried out by taking part in the debates.

Before final grading the students must be got acquainted to the results of their participation in the debates.

Debates missed by a student for a good reason (illness, scientific or academic trip, participation in a conference, etc., documented to the training office), if agreed with the teacher, may not be taken into account and the weight will be redistributed to all elements of the online course control. The retake of the exam is possible in accordance with the “Regulation on the organization of intermediate certification and ongoing monitoring of student performance at the Higher School of Economics”.

Blocking controls are not provided.

Grading formula:

$$G_{res} = 0,15 \cdot G_{th.1} + 0,15 \cdot G_{th.2} + 0,15 \cdot G_{th.3} + 0,15 \cdot G_{th.4} + 0,15 \cdot G_{th.5} + 0,15 \cdot G_{th.6} + 0,1 \cdot G_{deb}$$

where G_{res} – resulting grade,

$G_{th.1}$ – summing grade for the theme 1, studied online,

$G_{th.2}$ – summing grade for the theme 2, studied online,

$G_{th.3}$ – summing grade for the theme 3, studied online,

$G_{th.4}$ – summing grade for the theme 4, studied online,

$G_{th.5}$ – summing grade for the theme 5, studied online,

$G_{th.6}$ – summing grade for the theme 6, studied online,

G_{deb} – grade for taking part in debates,

If a student gets grade less than “4” (40), he doesn't get an automatic failing grade, as this grade does not have a status of the blocking element and, due to the summing grade for the online course, this student gets his final result.

Table of correspondence of grades on a and five-point scale

Ten-point scale	Five-point scale
1 – very poor 2 – poor 3 – bad	Fail
4 – nearly satisficing 5 – satisficing	Marginal pass
6 – good 7 – very good	Good
8 – almost excellent 9 – excellent 10 – extremely excellent	Excellent

During monitoring, remote support is provided via e-mail. Grades on the current and final control can also be pre-communicated to students using electronic mailing. Formation of an assessment in a 10-point scale takes into account the scale of translation of estimates.

4. Examples of control types

4.1. Примеры заданий текущего и итогового контроля

4.1.1. Answer the theoretic questions:

- Arab Spring Challenges
- African heritage of colonialism
- Latin American Economic Populism
- ЕМЕ Agenda and Results

5. Resources

5.1. Recommended basic literature

№п/п	Наименование
1	<p>Persson, Torsten, and Guido Tabellini (2000) Political Economics, MIT Press.</p> <ul style="list-style-type: none"> • Acemoglu, Daron, and James Robinson. (2006) Economic Origins of Dictatorship and Democracy, Cambridge U. Press. • Besley, Timothy (2006) Principled Agents?: The Political Economy of Good Government, Oxford U. Press. <p>Мэнкью, Н. Г. Принципы микроэкономики: учебник для вузов / Н. Г.</p>

	Мэнкью; Пер. с англ. В. Кузина. – 4-е изд. – СПб: Питер, 2009. – 585 с. – (Сер."Классический зарубежный учебник"). - ISBN 978-5-911801-68-7. (или любые другие годы издания)
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5.2. Recommended optional literature

№п/п	Наименование
1	Dunning, T., & Nilekani, J. 2013. "Ethnic Quotas and Political Mobilization: Caste, Parties, and Distribution in Indian Village Councils." American political Science review 107(1): 35-56. (b) Electoral Competition i. Policy Platforms: Downsian Policy Convergence Theorem, and non-convergence. Reading: • Gehlbach (2013), Ch. 2-3; Persson, Torsten, and Guido Tabellini (2000), Ch. 2-3

5.3. Software support

№	Title	Access demands
1.	Microsoft Windows 7 Professional RUS Microsoft Windows 10 Microsoft Windows 8.1 Professional RUS	<i>Inner University access (according to contract)</i>
2.	Microsoft Office Professional Plus 2010	<i>Inner University access (according to contract)</i>

5.4. Professional databases, internet resources

№	Title	Access demands
<i>Internet educational resources</i>		
1.	Coursera	https://www.coursera.org/

5.5. Technical equipment for the discipline

Classrooms for lectures used during the discipline provide for necessary aims and demonstration of thematic illustrations corresponding to the program of the discipline:

- PC with Internet access (operating system, office programs, antivirus programs);
- multimedia projector with remote control.

Classrooms for seminars and self-study in the discipline are equipped with a personal computer, with Internet access and access to the electronic information and educational environment of the Higher School of Economics (LMS).

Computer classes are equipped with personal computers with Internet access, operating systems and software necessary for mastering the discipline. If necessary, it is allowed to replace equipment with its virtual counterparts.

6. Specifics of the organization for training people with disabilities.

If necessary, students with disabilities (at the request of the student) and for persons with limited abilities (at the request and also in accordance with an individual rehabilitation program for a disabled person), may be offered the following options for the perception of educational information taking into account their individual psychophysical characteristics, including using e-learning and remote technologies:

6.1.1. For persons with visual impairments: in print in large scale; in the form of an electronic document; in the form of an audio file (translation of training materials into audio format); in printed form in Braille; individual consultations with the involvement of a tiflos sign language interpreter; individual tasks and consultations.

6.1.2. for persons with hearing impairment: in print; in the form of an electronic document; video materials with subtitles; individual consultations involving an interpreter; individual tasks and consultations.

6.1.3. for persons with disorders of the musculoskeletal system: in printed form; in the form of an electronic document; in the form of an audio file; individual tasks and consultations.