



## Course Paper in Economics

### Syllabus

### ПП 2.20

## Specialty: 292 “International Economic Relations” Educational program “International Economic Relations”

Quarter/Year: Fall/2021

ECTS Credits: 4

Instructors: Amalian N.D. - Ph.D. in Economics, Associate Professor US Credits: 2

Professor

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Prerequisites: Microeconomics, Macroeconomics.

### Course description.

1. The course objective is to provide students with the basic tools and skills to “think like an economist” – that is, to be able to use basic economic principles to ask and answer questions about selected problems.

2. Prior requirements for course mastering and its selection:

- 1) According to the curriculum students of Bachelor Programs in Management submit term papers on “Economic Theory” on the basis of the courses ‘Microeconomics’ and ‘Macroeconomics’.
- 2) Awareness of basic notions and concerns in economic and business activity, commercial operations.
- 3) Skills of working with Internet, information and data search.
- 4) Proficiency in English language.

Highlighting general principles, laws and patterns of economic development of society and/or business units, writing of the paper inspires students to learn the basic methods of scientific research of economic processes and phenomena as well as the principles of economies as a whole and individual companies functioning.

The course work on the discipline of Economics is an important means of students' logic and new economic thinking formation, and the first step towards mastering their specialty. Coursework deepens and systemizes students' scientific knowledge of economic theory, provides students with the opportunity to gain experience of independent analysis of the real economic processes.

The term paper provides the students with an opportunity to pursue a topic in great depth, to learn more about it, and be a kind of expert. They have to write the paper as

independent scholars: they should analyze resources, identify the problems they're trying to solve or address, and then write and present the paper. In this sense the course work in Economics is a valid theoretical basis for further learning.

***Program learning outcomes***

PH1. Responsibly treat professional self-improvement, realizing the need for lifelong learning, show tolerance and readiness for innovative changes.

PH5. Possess the skills of introspection (self-control), be understandable for representatives of other business cultures and professional groups of different levels (with specialists from other fields of knowledge / activities) on the basis of appreciating diversity, multiculturalism, tolerance and respect for them.

PH6. Plan, organize, motivate, evaluate and increase the effectiveness of teamwork, conduct research in a group under the leadership of a leader, taking into account today's requirements and features in a limited time.

PH7. Apply the acquired theoretical knowledge to solve practical problems and meaningfully interpret the results.

PH9. Understand and be able to apply, in accordance with other requirements of the educational program, modern theories and methods of solving specialized complex problems and practical problems in the field of international trade in goods and services, international capital flow, international monetary and financial relations, mobility of human resources, international technology transfer.

PH10. Identify and highlight the features of the functioning of the subjects of international relations and models of their economic development.

PH11. Substantiate own opinion regarding the specific conditions for the implementation of forms of international economic relations at the mega-, macro-, meso- and micro-levels.

PH12. Carry out a comprehensive analysis of complex economic systems, compare and contrast their components, evaluate and justify evaluations of the effectiveness of their functioning.

PH13. Select and skilfully apply analytical tools for studying the state and development prospects of individual segments of the international markets for goods and services using modern knowledge about the methods, forms and tools for regulating international trade.

PH14. Understand and apply theories, principles, means and tools for the implementation of international monetary and financial and credit relations.

PH18. Investigate economic phenomena and processes in the international sphere based on an understanding of categories, laws; highlighting and summarizing trends, patterns of functioning and development of the world economy, taking into account the cause-effect and space-time relationships.

PH19. Understand and apply current legislation, international regulations and agreements, reference materials, current standards and specifications, etc. in the field of international economic relations.

PH20. Defend the national interests of Ukraine, taking into account the security component of international economic relations.

PH21. Understand and have the skills to maintain business protocol and business etiquette in the field of international economic relations, taking into account the peculiarities of intercultural communication at the professional and social levels, both state and foreign languages.

PH23. Recognize the need for lifelong learning in order to maintain a high level of professional competence.

PH24. Substantiate the choice and apply information and analytical tools, economic and statistical calculation methods, complex analysis techniques and methods of monitoring world markets.

PH25. Present the results of the research on the basis of which recommendations and measures for adaptation to changes in the international environment are developed.

### ***Competences***

3K8. Ability to abstract thinking, analysis and synthesis.

CK4. Ability to substantiate the peculiarities of international economic relations forms implementation on mega-, macro-, meso- and micro-levels.

CK16. The ability to constantly improve the theoretical level of knowledge, generate and effectively use them in practice.

3K4. Ability to plan and manage time.

3K9. Ability to be critical and self-critical.

CK2. Ability to use basic categories and the latest theories, concepts, technologies and methods in the field of international economic relations, taking into account their basic forms, to apply theoretical knowledge on the functioning and development of international economic relations.

## **1. Topic selection and its approval**

Selecting a topic is the first and perhaps the most important step in writing a research paper. *One of the better ways to choose a topic* is to review material the student has already studied to discover what unanswered questions of interest are worth pursuing. As a rule the student chooses the topic out of the proposed list but as appropriate the student may propose an alternate topic taking into account its importance and topicality. This can be done with the permission of the head of department on written request of the student and approval of research supervisor. If the student can't choose the object of the study, the department/supervisor will appoint a topic.

The topic of the term paper should have economic substance, a unifying hypothesis and analytical content. It should not just be a ramble through some loosely related ideas and facts.

The department designates the supervisor for every student / team of students. For approval of the topic the student submits to the research supervisor his/her/their topic and list of his/her/their record-books. The department defines specific terms for the topic choosing, plan approval, submission of the works, its reviews and presentation as indicated below.

The list of students, their themes and scientific instructors are appointed by the administrative order of the University.

The paper proposal is a detailed discussion of the topic. It should be given to the research advisor during the first week of paper design. The proposal consists of 4-5 typed pages, *plus* a preliminary timetable and a preliminary list of bibliography. A good proposal will include the following:

1. A clear, concise statement of the topic, preferably in the form of a hypothesis, which the student hopes to test or a question the student hopes to answer.
2. A statement of why the topic is worth pursuing.
3. A discussion of what literature deals with the topic.
4. A description of how the student plans to test his/her hypothesis. Data sources are important, and the student will need to identify the type of data needed to test his/her hypothesis.
5. A bibliography that is divided into two parts: works the student has reviewed, and those that the student plans to review. No doubt, the term paper will evolve gradually and final product may be quite different from initial plan. For this reason, the bibliography the student begins with should not be treated as the final one; rather, it should be considered it a starting point for further explorations into the field.
6. The preliminary timetable should list each chapter, its topic, and the date the student intends to finish writing it.

## 2. Establishing a Timetable

A writing schedule that leaves some margin for delays would be:

For specialization **International Economic Relations**

Operation	Deadline
1. Course project topic selection and approval	Prior to 15.09.2021
2. Submission of the paper for initial review	Prior to 10.11.2021
3. Submission of the paper after revision for final review	Prior to 20.11.2021
4. Course project presentation	25.10.2021-30.11.2021

The students and their advisor should tailor a schedule to fit the needs of the research.

The department does not accept and does not review papers, written on the unapproved by the supervisor topics or submitted after the deadline.

## 3. Writing the Research Paper

Good writing is as important as good research. Four critical elements of writing are organization, style, documentation, and revision.

A *typical paper written by a student* might have five chapters: introduction (which states the purpose of the research), conclusion (describing what has been determined), and three substantive chapters (e.g., literature review, theory and hypothesis, empirical analysis). Required volume of the paper - 25-30 pages.

**Table of contents** - showing chapter numbers, titles and the page on which each begins; it also lists appendices, bibliography, etc.

### **I. Introduction** (up to 3 pages)

#### ***A. Statement of the topic and question to be analysed***

Once the student has selected a topic he/she should be able to state it in the form of problems that the paper seeks to provide resolution to.

#### ***B. Rationale for the choice of topic***

It is important to tell the reader why the student has chosen this topic and what makes it interesting.

#### ***C. Organization of the remainder of the paper***

Outline what will be covered in the following sections of the paper to provide the reader a roadmap of the author's arguments.

**II. Body of the Paper:** inclusion of these subparts and the length of each depends on the type of paper; as a whole - no more than 25 pages. Redundant number of pages is regarded as proof of the author's inability to choose necessary materials.

#### ***A. Presentation of related literature***

A literature review summarizes the views of other scholars who have written on this topic. The literature review will allow the student to demonstrate how other scholars have approached the topic and to indicate a gap in this literature that the student seeks to fill. The length of the literature review depends on the type of term paper the student is writing and the amount of work already written on his/her topic. Required minimum of sources – 25 sources.

#### ***B. Application of Economic Theory***

The student should present the economic model/theory on which the paper is based. The student must display mastery of the material covered in class as well as appropriate usage of economic theory. This does not mean that the student has to develop his/her own mathematical model. Instead, it serves as a means to demonstrate that the author's ideas are grounded in real life.

#### ***C. Analysis of Data***

Firstly, the student should provide a description of his/her data, including a discussion of how the variables for the empirical model are constructed and the sources of all the data. Second, the student should provide summary statistics on the relevant variables in a table either in the body of the paper or in an appendix. In the body of the paper the student should include a presentation of the results of his/her empirical analysis and provide a careful interpretation of findings. The empirical analysis of the student might entail regression (if he/she is familiar with econometric methods), a simple statistical analysis of the data; the student can present graphs and charts to effectively display interesting features of the data that help support the arguments made in the paper.

### **III. Conclusion** (up to 3 pages)

While concluding the paper the student should restate the objective of the paper. Following this, the student should provide his/her conclusions taking care to distinguish his/her contribution to the topic.

The **annexes** may contain author's calculations, questionnaires, reference materials, tables and other information of auxiliary character.

## References

### *Formatting of References (plus information on parenthetical citations and footnotes):*

University style guidelines require that the students use the American Psychological Association (APA) guidelines for formatting their paper and for referencing. APA Style consists of rules or guidelines that a publisher observes to ensure clear and consistent presentation of written material. It concerns uniform use of such elements as selection of headings, tone, and length, punctuation and abbreviations, presentation of numbers and statistics, construction of tables and figures, citation of references, and many other elements that are a part of a manuscript. (Source: Official APA website)

#### **APA Style embodies:**

##### *In-text Citation:*

The APA style calls for three kinds of information to be included in in-text citations. The **author's last name** and the work's **date of publication** must always appear, and these items must match exactly the corresponding entry in the references list. The third kind of information, the page number, appears only in a citation to a direct quotation.

"The potentially contradictory nature of Moscow's priorities surfaced first in its policies towards East Germany and Yugoslavia," (Crockatt, 1995, p. 1).

##### *Major Citations for a Reference List/Bibliography*

<b>Material Type</b>	<b>Reference List/Bibliography</b>
<b>A book in print</b>	Baxter, C. (1997). <i>Race equality in health care and education</i> . Philadelphia: Ballière Tindall.
<b>A book chapter, print version</b>	Haybron, D. M. (2008). Philosophy and the science of subjective well-being. In M. Eid & R. J. Larsen (Eds.), <i>The science of subjective well-being</i> (pp. 17-43). New York, NY: Guilford Press.
<b>An eBook</b>	Millbower, L. (2003). <i>Show biz training: Fun and effective business training techniques from the worlds of stage, screen, and song</i> . Retrieved from <a href="http://www.amacombooks.org/">http://www.amacombooks.org/</a>
<b>An article in a print journal</b>	Alibali, M. W. (1999). How children change their minds: Strategy change can be gradual or abrupt. <i>Developmental Psychology</i> , 35, 127-145.
<b>An article in a journal without DOI</b>	Carter, S., & Dunbar-Odom, D. (2009). The converging literacies center: An integrated model for writing programs. <i>Kairos: A Journal of Rhetoric, Technology, and Pedagogy</i> , 14(1), 38-48. Retrieved from <a href="http://kairos.technorhetoric.net/">http://kairos.technorhetoric.net/</a>
<b>An article in a journal with DOI</b>	Gaudio, J. L., & Snowdon, C. T. (2008). Spatial cues more salient than color cues in cotton-top tamarins ( <i>saguinus oedipus</i> )

	reversal learning. <i>Journal of Comparative Psychology</i> , 122, 441-444. doi: 10.1037/0735-7036.122.4.441
<b>Websites - professional or personal sites</b>	<i>The World Famous Hot Dog Site</i> . (1999, July 7). Retrieved January 5, 2008, from <a href="http://www.xroads.com/~tcs/hotdog/hotdog.html">http://www.xroads.com/~tcs/hotdog/hotdog.html</a>
<b>Websites - online government publications</b>	U.S. Department of Justice. (2006, September 10). Trends in violent victimization by age, 1973-2005. Retrieved from <a href="http://www.ojp.usdoj.gov/bjs/glance/vage.htm">http://www.ojp.usdoj.gov/bjs/glance/vage.htm</a>

It is important to use an adequate amount of sources!

The student can use articles from newsprint and magazines (e.g. Business Week, Economist, etc.), statistical data (labour statistics) and publications (thesis papers, books) to strengthen his/her arguments & analysis. The “Passport” database in our library can be of great service for the research, as well as publisher-independent global citation database *Web of Science*, that allows its users to track ideas across disciplines and time from over 1,7 billion cited references from over 159 million records. Of great use is Elsevier’s abstract and citation database Scopus, covering nearly 36 377 titles (22 794 active titles and 13 583 inactive titles) from approximately 11 678 publishers. Students can register in these databases at the library of National Pedagogical Dragomanov University (fourth floor, room 1-4)

To find books in the Library one can use the OPAC (Online Public Access Catalogue) and Google Books.

Students are encouraged to check out other print materials available in the Library:

- Almanacs, Atlases, AV Catalos
- Encyclopedias and Dictionaries
- Government Publications, Guides, Reports
- Magazines, Newspapers

While using/citing Internet sources it is important to make sure they are trustworthy and relevant. Note that it is not appropriate to use open-source online encyclopedias such as Wikipedia.

It is essential to avoid Plagiarism (presentation of ideas and expressions of others as if they were your own). Whenever using ideas or expressions borrowed from some source, whether quoting directly or paraphrasing, the student should acknowledge the source with an appropriate citation.

**Mechanics.** All papers should be typed double-spaced on one side of a sheet of white A4 paper (210 x 297 mm). Special paper is not required; font - 14 point, Times New Roman, 1.5 spacing; margins: left - 20 mm, right - 10 mm, top - 20 mm, bottom - 20 mm; justification of the text across the width.

The first page of a research paper (without typed number) is the title page that presents the title, date, author name, the course for which the paper is written, and the supervisor’s name.

The second page of a research paper should show Table of contents (plan) with the names of all sections, subsections (if any) and the numbers of their start pages. Each part of the course work (project) should have a title under the work plan. The space between the headline and the text is three intervals of the main text.

Pages are numbered in Arabic numerals in the upper right corner. The numbering of sections, subsections, paragraphs, figures, tables, formulas, etc. should be done in Arabic numerals without the sign “№”.

**Visuals** (tables, charts, figures, diagrams, etc.) are numbered consecutively and placed after the first mention of them in the text.

**Tables** denoted by the word "Table" and numbered sequentially within the work. The word "Table" is typed in the upper right corner. Name of the table is placed below at the centre of the page. In each table graph titles must begin with capital letters, subheadings - with lowercase letters, if they are a single unit with the headline or are capitalized if they have independent significance.

**Graphs, charts, diagrams** etc. denoted by the word "Fig." are numbered sequentially within the work. Number of the figure, its title and explanatory captions are placed below an illustration.

**Formulae.** Formulae are numbered sequentially in the text of the paper; the number is cited in parentheses on the same line with the formula and placed at the end of the line; explanations of the meanings of symbols and numerical coefficients are placed directly under the formula in the order in which they appear in the formula, each starting from the new line. The first line of explanation begins with the word "where" without colons and commas. Formulas should be placed in the text on a separate line, leaving above and below the at least one free line.

**References.** The student has to create a list of references (not less than 25 items), one for each item cited in the paper, in a section called "References". This section goes at the end of the paper. Information about the book has to include the name and initials of the author, title, place of publication, publisher, year of publication, number of pages; information about magazine or newspaper articles – surname and initials of the author, title, name of the periodical, series, year, edition number, page.

**Appendices** (if any) to the term paper should be referenced in the text of the work. The appendix must have a title printed at the top of text page. The next line of the title - word "Appendix" (with a capital letter) and the letter indicating this appendix. Appendices should be marked consistently in capital letters of the alphabet.

At the end of the paper the student name the date of its completion and his/her signature.

### **3.1. First draft of the paper**

The student submits by e-mail to his/her supervisor his/her term paper written in accordance with the above requirements in compliance to the timetable, but at the latest 10



days before the presentation. Research supervisor thoroughly checks the paper and writes his/her remarks and/or suggestions with explaining commentaries.

The paper is not allowed to be presented in cases that the work does not meet the requirements to content and/or design, does not fit the approved plan, does not contain materials of a specific research topic, and does not have sufficient number of references.

### 3.2. Submission of the paper after revision for final review

The student should make amendments according to the comments and submit the paper for re-review, no later than 5 days prior to the presentation. Only after the completion of the corrections the supervisor allows paper to be presented to the committee consisting of the supervisor and two teachers according to the schedule.

### 3.3. Course project presentation

While presenting the student must demonstrate in-depth knowledge of the subject, be able to express his/her thoughts clearly, to use visuals (PowerPoint presentation) and give reasoned answers to questions.

Evaluation of the course work is carried out on a national scale - "excellent", "good", "satisfactory", "unsatisfactory" and on ECTS scale. In case of unsatisfactory grade the paper should be revised according to the comments of the commission and submitted for review on an appointed by the Dean date (extra exam session).

### Grading System for Course Project

Criterion	Low Scores	Average Score	High Scores
<b>Originality of Topic, Analysis, and Purpose (max 10 p.)</b>	<b>Low:</b> Choice of comparison article is unrelated to source article, relationship is poorly established, the analysis is banal or unoriginal. Paper lacks a clear point or purpose.	<b>Average:</b> Choice of comparison article shows some originality. Relationship to source article is adequately established. Analysis is relevant but not original. Purpose established initially, but inconsistently attended to.	<b>High:</b> Choice of comparison article is original, creative, and stimulating. A clear explanation of common points and contrasts is provided. Analysis shows a deep grasp of economic concepts and original insight. Paper shows a strong sense of purpose.
<b>Content &amp; Development</b>	<b>Low:</b> - Content is incomplete.	<b>Average:</b> Content is not	<b>High:</b> Content is comprehensive,

<b>(max 20 p.)</b>	- Major points are not clear and /or persuasive.	comprehensive and /or persuasive. - Major points are addressed, but not well supported. - Research is inadequate or does not address course concepts. - Content is inconsistent with regard to purpose and clarity of thought.	accurate, and persuasive. - Major points are stated clearly and are well supported. - Research is adequate, timely and addresses course concepts. - Content and purpose of the writing are clear.
<b>Engagement with the texts and use of source material. (max 20 p.)</b>	<b>Low:</b> Paper does not connect well with the source texts. The paper shows little evidence of understanding the readings that inform the paper. The paper repeats source texts without analysing or critiquing the source material. Citations and references are not formatted appropriately.	<b>Average:</b> The paper shows evidence that source materials were read and shaped the student's writing. The paper shows evidence of ability to engage the substance of the text. The analysis goes beyond repetition of points in the source text. It is generally clear when information comes from source texts.	<b>High:</b> The paper shows clearly that the student has read and understood the source text. The paper summarizes the key points or issues, and critically analyses or synthesizes those ideas with the student's own ideas. The ideas within the source text are extended by the student in interesting ways. Source materials are introduced, put in context, and relevant to the purpose of the paper. Source materials consistently documented appropriately.
<b>Organization and Support (max 20 p.)</b>	<b>Low:</b> Ideas and text move in unpredictable sequence. The text lacks progression	<b>Average:</b> Some evidence of organization, with appropriate introduction and	<b>High:</b> The paper establishes a clear pattern of development, the information is

	<p>from start to middle to end. The paragraphs are unpredictably structured. Little or no support for arguments or claims.</p>	<p>conclusion. Most paragraphs have topic sentences with supporting details. Paper achieves some depth and specificity of discussion, and provides specific detail in some places.</p>	<p>presented in an orderly fashion from beginning to end. Paper develops specific ideas in depth with strong and appropriate supporting examples, data, or experiences.</p>
<p><b>Style and Grammar (max 20 p.)</b></p>	<p><b>Low:</b> Student lacks control over sentence structure. The reader is required to backtrack to make sense of the paper. The writing contains wrong words or awkward phrases. - Language uses jargon or conversational tone.</p>	<p><b>Average:</b> Style is competent, though not engaging or inventive. Student shows reasonable command over phrasing and word choice. Some useful connections occur from sentence to sentence. Some typical errors occur, but overall, the writing is correct.</p>	<p><b>High:</b> The student clearly controls the pace, rhythm, and variety of sentences. Style is smooth and efficient. Words are well chosen, phrasing is apt and precise. Sentences flow smoothly, with clear moves that open, develop, and close topics. Few or no grammatical errors occur.</p>
<p><b>Grammar, Punctuation &amp; Spelling (max 10 p.)</b></p>	<p><b>Low:</b> The paper contains many errors of punctuation, spelling, capitalization.</p>	<p><b>Average:</b> Paper contains few grammatical, punctuation and spelling errors. - Language lacks clarity or includes the use of some jargon or conversational tone.</p>	<p><b>High:</b> Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear and precise; sentences display consistently strong, varied structure.</p>

*Appendix A*

**List of proposed topics**

1. Economic externalities: meaning, types and effects.
2. Positive Externalities and Public goods

3. Substitution and income effect of a wage increase
4. The Measurement and structure of the national economy of your country compared to the US Economy
5. Labor market and types of unemployment in your country
6. Determinants of Inflation
7. Keynesian economics
8. Post-Keynesian economics
9. Neo Keynesian economics
10. Pos and cons of Keynesian economics
11. Classical vs Keynesian economics
12. The price elasticity of demand and its determinants
13. Labor-leisure choices
14. Entry and exit decisions in the long run
15. The problem of imperfect information and asymmetric information
16. The effects of major corporations paying low wages.
17. Banks and their role in the economy.
18. Main models of state regulation of the economy
19. Regulation and economic growth
20. The Costs (and Benefits) of Government Regulations on Business
21. Negative results of government regulation of the economy
22. Advantages and disadvantages of a program of universal basic income
23. Universal basic income in the United Kingdom
24. Universal basic income in Canada
25. Impact of the program of universal basic income on economic growth and employment
26. Welfare trap
27. Consumer behaviour
28. Factors affecting consumer behavior
29. Consumer behaviour models
30. Consumer behaviour in economics
31. The role of the technological progress in the exacerbation of economic crisis
32. Pricing strategies and their effects on pricing wars
33. The life cycle of the business
34. Product life cycle
35. Product life cycle strategies
36. Market infrastructure
37. Uncertainty and risks in a market economy
38. Trickle-down economics
39. Necessary ingredients for a small business to beat the odds and to be successful.
40. Law of Diminishing Returns and its influence on input
41. The structure of a market
42. Main reasons for market failures. Are they predictable?
43. Reasons of market failures
44. Market failure types
45. Impact of Tax Cuts and Jobs Act of 2017, signed into law by Donald Trump on the US economy
46. Your plan how to stimulate GDP growth in your country
47. Best ways to reduce the state budget deficit in your country

48. Essence of game theory and its use in real life
49. Laffer curve: the essence of theory, ways of use, successful implementation examples.
50. Laffer curve myth
51. Business cycles
52. Kondratieff cycles/waves
53. Political business cycles
54. Political business cycles Kondratieff Waves, Kuznets Swings, Juglar and Kitchin Cycles in Global Economic Development
55. Advantages for an individual in paying for private health insurance
56. Economic malpractice
57. How do the elite control power, laws, and trade in an economic structure
58. How are politics and economic situation of a country related to each other
59. Effects of Moral Principles on Business Decisions
60. Gig economy
61. Market-oriented environmental tools
62. Tradeoff between economic output and environmental protection
63. Thinking like an economist about environmental protection.
64. Criteria of industry waste usage in different microeconomics models.
65. Microeconomic problems of fighting pollution.
66. Macroeconomic problems of green economy
67. Green Economy versus Traditional Economy
68. International environmental concerns in economics
69. Circular economies opportunities and challenges
70. Fiscal and monetary policies: what should we use to overcome a crisis?
71. Libertarianism and its applicability in contemporary economics
72. The comparison is the classical, neoclassical, and neo-Keynesian views of macroeconomics.
73. The reasons for Marxism's renaissance
74. Fiscal Policy and the Relationship between Inflation and Unemployment
75. Analysis of the macroeconomic effects of international flows of financial capital, and goods and services
76. Importance of savings for economic development
77. Role of government savings and investments in economic development
78. Effect of oil prices on different countries' GDP
79. The political economy of international trade
80. Limitations of GDP as a measure of economic welfare
81. The significance of Adam Smith's "invisible hand" concept in modern economics
82. Remittances role in spurring global economic growth
83. The interactions of economic and political science
84. The benefits of medical tourism to the world economy
85. Practical problems of active economic stabilization policy (recognition lag, decision lag, impact lag)
86. Neoclassical economists. (Analysis of the scientific impact of three the most famous neoclassical economists – Thorstein Veblen; Eliot Roy Weintraub; - George Joseph Stigler)
87. European macroeconomic policies and risks
88. Macroeconomic environment: self-correction of the economy

89. Economic systems types: free market and a mixed economy
90. Economic inequality as a result of globalization
91. Cultural differences and ethics of international trading
92. Who leads the economy: economists or politicians?
93. Economic fluctuations in aggregate demand and aggregate supply
94. Short-run aggregate supply and long-run aggregate supply differences
95. Alternative policies towards the exchange rate
96. Strategies to overcome economic recession.
97. Ways to reduce the unemployment level
98. Inflation vs. deflation. (Investigate the positive and negative sides of inflation and deflation. What causes more harm to the national economy?)
99. Different forms of currency regimes and their impact on economic determinants
100. The impact of demographic fluctuations within a country on its economic performance
101. The importance of the governmental support of small and medium businesses
102. Applicability and importance of the theory of effective demand
103. The impact of immigration on the national economy
104. The nation's budget deficit and how it relates to economic theory and crisis
105. Strategies for raising the country's per capita gross domestic product
106. The benefits of investments in innovative technologies
107. The impact of monetary policy on economic stabilization
108. The most effective ways to reach market equilibrium
109. The impact of the governmental regulations on the national economy.
110. The importance of GDP for investors. Explain how investors make their decisions based on the GDP of a country
111. Unemployment and inflation rates correlation. (Explore the relationship between inflation and unemployment in the short-run and the long-run)
112. Drivers of Growth: Technology, Policy, and Institutions.
113. Digitalization in specific industry
114. Impact of digitalization on global business
115. Impact of digital transformation on business
116. Six waves of innovation
117. Digitalization of business
118. Your country according to the grading scale of '6 waves of innovations'
119. Disruptive innovations
120. Disruptive innovations and their implications on economy
121. Disruptive business models
122. Disruptive vs sustaining innovations and their impact on economy
123. Sharing economy: pros and cons
124. Impact of Sharing Economy on different industries
125. Sharing economy business model
126. Airbnb and Hotels: What to Do About the Sharing Economy
127. The effect of election on economic growth
128. How elections impact the economy

129. How elections impact business
130. Globalization and protectionism exemplified by specific market
131. Trade wars
132. US-China trade war
133. Impact of Trade wars on global economy
134. The effects of Brexit on the United Kingdom.
135. The effects of Brexit on the European Union.
136. Effect of the US-China trade war.
137. The story of Israel's economic miracle.
138. How Lee Kuan Yew created Singapore's economic miracle
139. The Pros and Cons of Obamacare
140. Legalizing marijuana and the effects on local and state economics.
141. Economics of crowdfunding.
142. The Economics of crime
143. Economics of Facebook
144. Economics of Uber
145. Economics of Tesla
146. Economics of YouTube
147. Economics of Google (Alphabet)
148. Economics of Amazon
149. Economics of lobbying
150. Economics of gambling
151. Economics of information
152. The independence of Central Bank – illusion or necessity The economic recession of 2007-2009 (an economic analysis of the worldwide crisis of 2007-2009)
153. Causes and consequences of the housing crisis in the U.S.
154. Causes of global financial crisis in 2008-2009
155. The anatomy of an economic crisis: various contributing factors.
156. Monetary and fiscal policy tools used to remedy the Great Recession.
157. Monetary and fiscal policy tools used to remedy the Great Depression
158. The implications of internet-banking on bank profitability.
159. The structure, history, and activities of the World Bank.
160. Monetary and fiscal policy tools used to remedy Coronavirus pandemic
161. National responses to Coronavirus pandemic
162. Impact of Coronavirus pandemic on economics of your country
163. Impact of Coronavirus pandemic on economics of Ukraine
164. Impact of Coronavirus pandemic on international economic relations
165. Impact of Coronavirus pandemic on global economy
166. Impact of Coronavirus pandemic on small business
167. Impact of Coronavirus pandemic on wealth distribution
168. Impact of Coronavirus pandemic on financial market
169. Impact of Coronavirus pandemic on different industries
170. Impact of Coronavirus pandemic on employment
171. Forms of pandemic's side effects
172. Post Covid business opportunities
173. Businesses affected by COVID-19

174. Economic and Financial Impact of COVID-19
175. The socio-economic implications of the coronavirus pandemic
176. Government support at the time of Coronavirus pandemic
177. Pharmaceutical industry and Coronavirus pandemic
178. NextGenerationEU
179. Changes in consumer behavior at the time of Coronavirus pandemic
180. Creation and evolution of cryptocurrencies
181. Cryptocurrencies: risks and opportunities
182. Cryptocurrencies: how they can change economics
183. Trading cryptocurrencies
184. Cryptocurrencies as investment tool
185. *Cashless* society
186. Behavioral finance
187. Money laundering
188. Types of money laundering
189. Anti-money laundering (*AML*)
190. Shadow economy
191. Shadow economy in my country
192. Network marketing
193. Shadow economy measurement
194. Freakonomics in my life
195. Evolution of management
196. Theories of management
197. The political, legal, and technological environment of management
198. Risks in management

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Проректор з навчально-методичної  
роботи



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Завідувач кафедри



Л.В. Жарова

Викладач



Н.Д.Амалян