NAME OF THE COURSE	International Economic Institutions					
Code	EUEB01	Year of study	3.			
Course teacher	**Dražen Derado, Ph.D.** **Vladimir Šimić, Ph.D.**	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			26		26	
Status of the course	elective	Percentage of application of e-learning	30%			

COURSE DESCRIPTION

Course objectives	The aim of the course is to give theoretical knowledge and empirical evidence thus enabling students to understand: the role of international economic institutions in shaping international economic order and elimination of international development disparities, achievement of economic stability and increasing reform capacities, as well as multilateral trade liberalization and other specific topics of economic integration.
Course enrolment requirements and entry competences required for the course	• **Course enrolment requirements:** regulated by the Statute of the Faculty of Economics, and the Regulation on study and studying. • **Entry competences** include computer skills (program package *Microsoft Office*) and English language proficiency.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	**LEARNING OUTCOME FOR THE COURSE:** to scrutinize the role of international economic institutions regarding the ongoing global economic problems and, based on various empirical contributions and own inferences, offer alternative solutions to these problems (level 6). **INDIVIDUAL LEARNING OUTCOMES:** **1.** to identify the impact of globalization on the increasing role of international economic institutions (level 6). **2.** to explore the role of the UN in solving problems of unequal development in the context of 'Millennium Development Goals' (level 6). **3.** to investigate adequacy of IMF policy in respect of the existing global development gap (level 6). **4.** to comment the success of the WTO organization policy from the GATT until today (level 6). **5.** to analyse the role of other international economic institutions (ECB, EIB, EBRD, OPEC, OECD) (level 6).
Course content broken down in detail by weekly class schedule (syllabus)	

Lectures		Exercises	
Topic	Hours	Topic	Hours
Globalization and national autonomy	2	Introduction to the course. Outline of the course requirements.	2
The role of international institutions in the globalization process	2	Curriculum revision. Student presentations.	2
Regionalism and multilateralism in the globalization process	2	Curriculum revision. Student presentations.	2

	UN – history, aims and organization	2	Curriculum revision. Student presentations.	2
	UNCTAD – aid programmes for less developed countries	2	Curriculum revision. Student presentations.	2
	Role of other specialized agencies of the UN organization	2	Curriculum revision. Student presentations.	2
	World monetary system and its impact on globalization	2	Curriculum revision. Student presentations.	2
	IMF role after the demise of the Bretton Woods	2	Curriculum revision. Student presentations.	2
	Problem of indebtedness of less developed countries	2	Curriculum revision. Student presentations.	2
	World Bank Group – aims, organization and members	2	Curriculum revision. Student presentations.	2
	WTO – organization, history and the role of GATT; fields of action and trade liberalization	2	Curriculum revision. Student presentations.	2
	Economic institutions: EU, ECB, EBRD, EIB, EIF	2	Curriculum revision. Student presentations.	2
	Other institutions: OECD, OPEC	2	Curriculum revision. Student presentations.	2

Format of instruction	☒ lectures ☒ seminars and workshops ☒ exercises ☐ *on line* in entirety ☒ partial e-learning ☐ field work	☒ independent assignments ☒ multimedia ☐ laboratory ☐ work with mentor ☒ other: guest lectures
Student responsibilities	• regular class attendance (min. 70% of lectures and min. 70% of seminars) • submission of seminar in written format including oral presentation.	

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		Quiz	
	Essay		Seminar essay	1		
	Tests	3*	Oral exam			
	Written exam	3	Project			

Grading and evaluating student work in class and at the final exam	* Passing two progress tests can replace the written exam. • **PRE-TERM EXAM:** includes passing two progress tests; final mark is calculated as a simple average of the success on two progress tests (each carrying 50% of the final grade) according to the following distribution of points: 0-49 points: insufficient (1), 50-64 points: sufficient (2),

<table>
<tr><td></td><td colspan="3">65-79 points: good (3),
80-89 points: very good (4),
90-100 points: excellent (5).
• EXAM: positively graded written exam entail passing the course.
All tests (progress tests and final exams) can be carried out in written and/or oral form, either in physical or virtual environment.</td></tr>
<tr><td rowspan="9">Required literature (available in the library and via other media)</td><td>Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td>Van Meerhaeghe, M. A. G., (1998), International Economic Institutions (7th ed.), Dordrecht: Kluwer Academic Publishers.</td><td>1</td><td></td></tr>
<tr><td>Mahfuzur, R., (2002), World Economic Issues at the United Nations: Half a Century of Debate, Dordrecht: Kluwer Academic Publishers.</td><td>1</td><td></td></tr>
<tr><td>Brau, E., McDonald, I. (eds.), (2009), Success of the International Monetary fund - Untold Stories of Cooperation at Work, Basingstoke: Palgrave Macmillan.</td><td>1</td><td></td></tr>
<tr><td>Yi-Chong, X., Weller, P., (2009), Inside the World Bank - Exploding the Myth of the Monolithic Bank, Basingstoke: Palgrave Macmillan.</td><td>1</td><td></td></tr>
<tr><td>Das, D. K., (2007), The Evolving Global Trade Architecture, Cheltenham: Edward Elgar.</td><td>1</td><td></td></tr>
<tr><td>Derado, D. (2014), authorized lecture materials.</td><td>-</td><td>Intranet EFST (www.efst.hr)</td></tr>
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<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="3">Books:
1. Coffey, P, Riley, R., (2006), Reform of the International Institutions - The IMF, World Bank and the WTO, Cheltenham: Edward Elgar.
2. Chen, J-r., (ed.), (2003), The Role of International Institutions in Globalization, Cheltenham: Edward Elgar.
3. Krugman, P., (1998), Pop Internationalism, Cambridge Massachusetts: MIT Press.
4. Das, D. K., (2009), Two Faces of Globalization: Munificient and Malevolent, Cheltenham: Edward Elgar.
5. Yueh, L., (ed.), (2009), The Law and Economics of Globalization - New Challenges for a World in Flux, Cheltenham: Edward Elgar.
Scientific papers:
6. Bagwell, K., Steiger, R. W., (2009), The WTO: Theory and Practice, NBER Working Paper, No. 15445.
7. Estevadeordal, A., Taylor, A. M., (2013), Is the Washington Consensus Dead? Growth, Openness and the Great Liberalization, 1970s-2000s, The Review of Economics and Statistics, 95(5), pp. 1669-1690.
8. Cowling, K., Tomlinson, P. R., (2011), Post the 'Washington Consensus': Economic Governance and Industrial Strategies for the Twenty-First Century, Cambridge Journal of Economics, 35, pp. 831-852.
9. Derado, D. (1997), Trade Policy for Croatia as a Small Economy in Transition,</td></tr>
</table>

	International Conference 'Enterprise in Transition' Proceedings, Vienna: DAAAM, pp. 440-444. **Other publications:** **10.** World Economic Forum (https://www.weforum.org/). **11.** World Economics Association (https://www.worldeconomicsassociation.org/). **Web-sources:** **12.** International Monetary Fund Data (http://www.imf.org/en/Data). **13.** World Bank Data Bank (http://databank.worldbank.org/data/home.aspx). **14.** United Nations Conference on Trade and Development Statistics (http://unctadstat.unctad.org/EN/).
Quality assurance methods that ensure the acquisition of exit competences	• Monitoring of class attendance and success in realization of students' duties (teacher). • Supervision of lecture progress (Vice-Dean for Education). • Analysis of success rate per core subjects (mandatory and elective) throughout the study programme (Vice-Dean for Education). • Students' Survey (University of Split, Centre for Quality Improvement). • Exams ascertain the realization of the learning outcomes per course. Exam content is regularly checked (Vice-Dean for Education).
Other (as the proposer wishes to add)	Lectures are held in English language.