

NAME OF THE COURSE	CROATIAN ECONOMY						
Code	EUA107	Year of study	2				
Course teacher	Prof. Željko Mrnjavac, Associate professor Lana Kordić, PhD Associate professor Blanka Šimundić, PhD	Credits (ECTS)	6				
Associate teachers	Zvonimir Kuliš, PhD	Type of instruction (number of hours)	L	S	AE	LE	DE
			26		26		
Status of the course	Compulsory	Percentage of application of e-learning	30%				
COURSE DESCRIPTION							
Course objectives	Training students for understanding the key determinants of the Croatian economy, and Croatian long-term economic developments.						
Course enrolment requirements and entry competences required for the course	Prerequisites are regulated by the Statute of the Faculty and the Ordinance on study and study.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Learning outcome:</p> <ol style="list-style-type: none"> <li>Analyse, identify and comment on the theoretical and practical aspects of the functioning of the Croatian economy.</li> </ol> <p>Specific learning outcomes: Student will be able to:</p> <ol style="list-style-type: none"> <li>Analyse the historical aspects of the development of the Croatian economy.</li> <li>Identify problems and interdependence in the economic structure.</li> <li>Assess the consequences of economic policy and the activities of individual economic entities in the context of the national economy.</li> <li>Compare and identify the specifics of the Croatian economy in the international context.</li> <li>Describe and comment current economic trends in accordance with the international economic theory and practice.</li> </ol>						
Course content broken down in detail by weekly class schedule (syllabus)	Course content	L or S hours	AE hours				
	<i>Review of Croatian Economic Development Path in last 100 years</i> ; group works, discussion groups, exercises through doing and learning others, discussion and student's presentation on specific topics	2+2					
	<i>Privatization and the shadow economy in Croatia</i> ; group works, discussion groups, exercises through doing and learning others, discussion and student's presentation on specific topics	2+2					
	<i>Demography and retirement income system</i> ; group works, discussion groups, exercises through doing and learning others, discussion and student's presentation on specific topics	2+2					
	<i>Labor market and policy</i> ; group works, discussion groups, exercises through doing and learning others, discussion and student's presentation on specific topics	2+2					
	<i>Infrastructure</i> ; group works, discussion groups, exercises through doing and learning others, discussion and student's presentation on specific topics	2+2					
	<i>International Relations</i> ; group works, discussion groups, exercises through doing and learning others, discussion and student's presentation on specific topics	2+2					

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	<i>Monetary policy and stabilization in Croatia</i> ; group works, discussion groups, exercises through doing and learning others, discussion and student's presentation on specific topics + online quiz		2+2			
	<i>Fiscal policy in Croatia</i> ; group works, discussion groups, exercises through doing and learning others, discussion and student's presentation on specific topics		2+2			
	<i>Regional policy in Croatia</i> ; group works, discussion groups, exercises through doing and learning others, discussion and student's presentation on specific topics		2+2			
	<i>Industrial Policy and Competitiveness</i> ; group works, discussion groups, exercises through doing and learning others, discussion and student's presentation on specific topics <i>Croatian Industry Outlook</i> ; group works, discussion groups, exercises through doing and learning others, discussion and student's presentation on specific topics		2+2			
	<i>Croatian Transport and Trade Outlook</i> ; group works, discussion groups, exercises through doing and learning others, discussion and student's presentation on specific topics		2+2			
	<i>Croatian Tourism and Agriculture Outlook</i> ; group works, discussion groups, exercises through doing and learning others, discussion and student's presentation on specific topics		2+2			
	<i>Social infrastructure in Croatia</i> ; group works, discussion groups, exercises through doing and learning others, discussion and student's presentation on specific topics+online quiz		2+2			
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	<ul style="list-style-type: none"> <li>•Active in-class participation.</li> <li>•The requirements for a signature are: a minimum of 70% attendance of the total number of the lecturing hours, positively evaluated written seminar work-repor and presentation of seminar topic together with the participation on 2 quizzes.</li> </ul>					
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	0,9	Research	1	Practical training	
	Experimental work		Report	1,1	Group work in the class (Other)	
	Essay		Seminar essay		(Other)	
	Tests/mid-term exams	3	Oral exam	1	(Other)	
	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	<ul style="list-style-type: none"> <li>- The exam consists of written and oral part (ratio 50:50). Positively evaluated written exam is a prerequisite for the oral part of the exam.</li> <li>- During the semester students write two mid-term exams. Positively evaluated first mid-term exam is prerequisite to write second mid-term exam. Each mid-term exam requires 52% of correct answers to pass. This also replaces the written and oral final exam.</li> <li>- During the class-weeks students participate in class hours through discussion and oral presentations of assigned and analysed topics, in discussion groups (or forums on moodle). Active participation brings extra points in the current academic year.</li> <li>- Students have to do written review on the specific topic and discuss it in the class. Also, students have the options to present a power point presentation on specific topics. This option brings extra points in the current academic year.</li> </ul>					

	<ul style="list-style-type: none"> <li>- The final grade for students who have passed through both mid-term exams is formed based on the scores achieved as follows: 1. Mid-term exam*0.35 + 2. Mid-term exam*0.35+written and presented review on the specific topic*0.10 + presentation on specific topic *0.10 + group work and activity in the class*0.10 = final score (max 100).</li> <li>- The final grade for students who take the final exam is formed as follows: written exam*0.35 + oral exam*0.35 +written and presented review on the specific topic*0.10 + presentation on specific topic *0.10 + group work and activity in the class*0.10 = final score (max 100).</li> </ul>			
Required literature (available in the library and via other media)	<b>Title</b>		<b>Number of copies in the library</b>	<b>Availability via other media</b>
	SEE-6 Economic Outlook, different editions, Economic Institute, Zagreb.			online
	Baric, M., Williams, C. 2013. Tackling the Undeclared Economy in Croatia. South-Eastern Europe Journal of Economics 1, 7-36.			online
	Obadić, A., Tica, J. (eds), Gospodarstvo Hrvatske, Ekonomski fakultet Sveučilišta u Zagrebu, Zagreb, 2016.		19	
	Čavrak, V. (ed), Gospodarstvo hrvatske, Politička kultura, Zagreb, 2011.		9	
	Družić, I. (ed), Hrvatski gospodarski razvoj, Ekonomski fakultet Zagreb, Politička kultura, Zagreb, 2003.		16	
	Lecture materials available at the course website supported by different scientific papers which cover specific lecture's topic.	Moodle		
Optional literature (at the time of submission of study programme proposal)	<p>Selected available scientific articles on specific topics.</p> <ul style="list-style-type: none"> <li>- Perić, Š.B., Šimundić, B., Muštra, V., &amp; Vugdelija, M. (2021). The Role of UNESCO Cultural Heritage and Cultural Sector in Tourism Development: The Case of EU Countries. Sustainability, 13(10), 1-14.</li> <li>- K</li> <li>- Šimundić, B., Kordić, L., 2021. The Efficiency of Croatian Seaport Authorities, in: In: Karanovic G., Polychronidou P., Karasavoglou A., Maskarin Ribaric H. (eds) Tourism Management and Sustainable Development. Contributions to Economics, Springer, 129 - 142.</li> <li>- Kordić, L., Mrnjavac, Ž., Bejaković, P., 2022. Private investment in health, in Pržiklas Družeta, R., Škare, M. and Kraljević Pavelić, S. (eds.) 2022. Novel Perspectives of Personalized Medicine and Healthcare Systems, Nova Science Publishers, New York</li> <li>- Šimundić, B., Kordić, L., Mrnjavac, Ž., 2022. Health tourism in Croatia – Questioning economic impact and policy regulation, in Pržiklas Družeta, R., Škare, M. and Kraljević Pavelić, S. (eds.) 2021. Novel Perspectives of Personalized Medicine and Healthcare Systems, Nova Science Publishers, New York</li> <li>- Muštra, V., Šimundić, B., &amp; Kuliš, Z. 2020. Does innovation matter for regional labour resilience? The case of EU regions. Reg Sci Policy Pract. 2020; 12: 955– 970. <a href="https://doi.org/10.1111/rsp3.12348">https://doi.org/10.1111/rsp3.12348</a></li> </ul>			

	<ul style="list-style-type: none"> <li>- Petrić, M., Garbin Praničević, D. &amp; Šimundić, B. 2020. Impact of ICT sector deployment on the economic development of the European Union. In: Šimurina, J., Načinović Braje, I. &amp; Pavić, I. (Eds.) Proceedings of FEB Zagreb 11th International Odyssey Conference on Economics and Business, Faculty of Economics &amp; Business University of Zagreb, June 16-20 2020, Zagreb, Croatia, 491-503.</li> <li>- Kordić, L., Mrnjavac, Ž., Šimundić, B. and Bejaković, P., 2019. Quality of Government – Scandinavia vs. South East Europe, in: Håkansson, P.G. and Bohman, H. (Ed.) Investigating Spatial Inequalities, Emerald Publishing Limited, Bingley, pp. 89-105.</li> <li>- Palm, P., Jingryd, O. and Kordić, L., 2019. Housing and Transaction Costs, Håkansson, P.G. and Bohman, H. (Ed.) Investigating Spatial Inequalities, Emerald Publishing Limited, Bingley, pp. 123-138.</li> <li>- Kordić, L., Bošnjak, M., 2018. Utjecaj troškova studiranja na potražnju za uslugama visokog obrazovanja, Ekonomska misao i praksa, Vol. 27, No. 2, 399-417.</li> <li>- Kordić, L., Visković, J., 2018. Investigating efficiency of Croatian banking sector - further steps towards more efficient banks, 7th International Scientific Symposium „Economy of eastern Croatia – vision and growth”, Mašek Tonković, A., Crnković, B. (ed.), Sveučilište Josipa Jurja Strossmayera u Osijeku, Ekonomski fakultet u Osijeku, Osijek, May 24-26 2018, Osijek, Croatia, 1023–1031.</li> </ul> <p>Official web sites of collected statistical information: <a href="http://hrcak.srce.hr/">http://hrcak.srce.hr/</a>, <a href="http://www.ijf.hr/">www.ijf.hr</a>, <a href="http://www.hgk.hr/">www.hgk.hr</a>, <a href="http://www.dzs.hr/">www.dzs.hr</a>, <a href="http://www.hnb.hr/">www.hnb.hr</a>; <a href="http://www.vlada.hr/">www.vlada.hr</a>; <a href="http://epp.eurostat.ec.europa.eu/">http://epp.eurostat.ec.europa.eu/</a>, <a href="http://www.worldbank.com/">www.worldbank.com</a>;</p>
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <li>- Monitoring attendance and performance of other obligations of students (teacher)</li> <li>- Control of Teaching (Vice Dean for Education and student affairs)</li> <li>- Analysis of student success in all subjects of study (Vice Dean for Education and student affairs)</li> <li>- Student survey on the quality of teachers and teaching for each course of study (UNIST, Centre for Quality Improvement)</li> <li>- Exam administered by the subject teacher checked all the outcomes of cases. Periodically checks the contents of the exam, on the basis that determines the adequacy of the ways of checking learning outcomes (Vice Dean for Education and student affairs)</li> </ul>
Other (as the proposer wishes to add)	