

NAME OF THE COURSE		CULTURAL STUDIES IN BUSINESS					
Code	EUAD02	Year of study	1				
Course teacher	Prof.dr.sc. Nikša Alfirević Izv.prof.dr.sc. Dario Miočević Izv.prof.dr.sc. Ivana Bilić doc.dr.sc. Paško Burnać	Credits (ECTS)	5				
Associate teachers	Antonija Kvasina, mag. oec.	Type of instruction (number of hours)	L	S	E	F	
			26		26		
Status of the course	Elective	Percentage of application of e-learning	40%				
COURSE DESCRIPTION							
Course objectives	<p>The main objective of the course is to introduce students to concepts of cultural studies as an alternative way of analysing and evaluating economic and business processes in contemporary society.</p> <p>In addition to the main objective, the course also has specific objectives:</p> <ol style="list-style-type: none"> Using an interdisciplinary approach (through the prism of other social and human sciences) in analysing economic and business phenomena Development of a cross-cultural mind-set among students Using new methodologies of teaching 						
Course enrolment requirements and entry competences required for the course	Entry requirements are defined by the Statute of the Faculty of Economics, Business and Tourism and Study Regulations.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> Critically evaluate the contribution of cultural studies in studying economics and business Analyse the role of new economic paradigms in a modern business environment. Identify socio-cultural identity as a determinant of the behaviour of market constituents. Valorise optimal business systems according to a specific cultural environment. Review ethical issues related to consumption including social responsibility and sustainability. 						
Course content broken down in detail by weekly class schedule (syllabus)	Lectures		Exercises				
	Topics		Hours	Topics		Hours	
	Introduction to cultural studies in business		2	Student orientation and syllabus presentation		2	
	Global economic order		2	Additional readings; Practical assignments; Multimedia sources; Moodle forum discussions		2	
Frameworks for cultural analysis		2	Additional readings; Practical assignments; Multimedia sources; Moodle forum discussions		2		

	Culture and business system	2	Additional readings; Practical assignments; Multimedia sources; Moodle forum discussions		2	
	Cultural economics	2	Additional readings; Practical assignments; Multimedia sources; Moodle forum discussions		2	
	Cultural finance	2	Additional readings; Practical assignments; Multimedia sources; Moodle forum discussions		2	
	Sharing economy	2	Additional readings; Practical assignments; Multimedia sources; Moodle forum discussions		2	
	Sociology of consumption	2	Additional readings; Practical assignments; Multimedia sources; Moodle forum discussions		2	
	Socio-cultural identities in the marketplace	2	Additional readings; Practical assignments; Multimedia sources; Moodle forum discussions		2	
	Cross-cultural business communications	2	Additional readings; Practical assignments; Multimedia sources; Moodle forum discussions		2	
	Business ethics	2	Additional readings; Practical assignments; Multimedia sources; Moodle forum discussions		2	
	Social responsibility in business	2	Additional readings; Practical assignments; Multimedia sources; Moodle forum discussions		2	
	Sustainable business models	2	Additional readings; Practical assignments; Multimedia sources; Moodle forum discussions		2	
			Final submission of group assignments			
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 checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In order to qualify for the signature, a regular student must actively participate in a minimum of 70% of lectures and exercises and needs to write and submit a group project assignment within the given period.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is	Class attendance	1	Research		Practical training	
	Experimental work		Report		Assignments	1
	Essay		Seminar essay	1,5	(Other)	
	Tests	1,5	Oral exam		(Other)	

equal to the ECTS value of the course)	Written exam		Project		(Other)	
<p>Grading and evaluating student work in class and at the final exam</p>	<p>During the semester, midterm and final exam will be held, which comprise maximum of 100 points each. The exams bring 60% of the total grade. The following grading system will be applicable when deciding on exam grade:</p> <p>0-59 inadequate (1) 60-65 sufficient (2) 66-75 good (3) 76-85 very good (4) 86-100 excellent (5)</p> <p>At the end of the semester, students are required to submit a written group assignment Group work assignment carries 40% of the total grade. The number of students in the group is determined by the teacher.</p> <p>The exam is deemed to be passed if the student has:</p> <ol style="list-style-type: none"> 1) successfully passed midterm and final exams (in a way that has achieved minimum of 60% of correct answers in each), 2) actively participated in discussions and practical exercises and in the presentation of group work assignment 3) submitted a written group project assignment at the end of the semester which was graded positively by the teacher. <p>The final grade is formed as a sum of:</p> <ol style="list-style-type: none"> 1) average grades obtained through written midterm and final exams multiplied by the weight 0.6 * 2) grade of a written group project assignment multiplied by the weight 0.4 <p>If a student does not meet the standards of a passing grade, he or she is required to take the final exam. The final exam will be in the written form. A positively graded exam (a minimum of 60% of correct answers is required) is a requirement for a passing grade in this course.</p> <p><i>* Students who achieve at least 60% of correct answers in both midterm and final exams earn directly a passing grade. If they are not satisfied with the grade, students have the opportunity to attend the additional oral exam in order to achieve a higher grade.</i></p>					
<p>Required literature (available in the library and via other media)</p>	<p style="text-align: center;">Title</p>			<p style="text-align: center;">Number of copies in the library</p>	<p style="text-align: center;">Availability via other media</p>	
<p>Authorized lectures and powerpoint slides.</p>						
<p>Lawson, T. (2005). The Nature of Heterodox Economics , <i>Cambridge Journal of Economics</i>, 2005, 1-23</p>				<p style="text-align: center;">ONLINE</p>		
<p>Casson, M. 2006. Culture and Economic Performance. In: Ginsburgh V.A. and Throsby, D., Handbook of the Economics of Arts and Culture.</p>				<p style="text-align: center;">ONLINE</p>		

	<p>Elsevier: North Holland. 359-397. Available at: https://www.researchgate.net/publication/24121085_Culture_and_Economic_Performance/link/58b81636a6fdcc2d14d962dd/download</p> <p>Fernández R. (2008) Culture and Economics. In: Palgrave Macmillan (eds) The New Palgrave Dictionary of Economics. Palgrave Macmillan, London. https://doi.org/10.1057/978-1-349-95121-5_2192-1 Available at: https://link.springer.com/referenceworkentry/10.1057%2F978-1-349-95121-5_2192-1#howtocite</p> <p>Guiso, Luigi, Paola Sapienza, and Luigi Zingales. 2006. "Does Culture Affect Economic Outcomes?" Journal of Economic Perspectives, 20 (2): 23-48. Available at: https://pubs.aeaweb.org/doi/pdfplus/10.1257/jep.20.2.23</p> <p>Hens, Thorsten & Wang, Mei. (2007). Does Finance have a cultural Dimension?. National Centre of Competence in Research, Financial Valuation and Risk Management, Working Paper,. 377. Available at: https://www.researchgate.net/publication/253143963_Does_Finance_have_a_cultural_Dimension/link/577ba2b908aec3b74336603e/download</p> <p>Champniss, G., Wilson, H. N., & Macdonald, E. K. (2015). <i>Why Your Customer's Social Identities Matter</i> (Doctoral dissertation, Harvard Business School Publishing).</p> <p>Hornsey, M. J. (2008). Social identity theory and self-categorization theory: A historical review. <i>Social and personality psychology compass</i>, 2(1), 204-222.</p> <p>Zeugner-Roth, K. P., Žabkar, V., & Diamantopoulos, A. (2015). Consumer ethnocentrism, national identity, and consumer cosmopolitanism as drivers of consumer behavior: A social identity theory perspective. <i>Journal of international marketing</i>, 23(2), 25-54.</p> <p>Habibi, M. R., Davidson, A., & Laroche, M. (2017). What managers should know about the sharing economy. <i>Business Horizons</i>, 60(1), 113-121.</p>		<p>ONLINE</p> <p>ONLINE</p> <p>ONLINE</p> <p>ONLINE</p> <p>ONLINE</p> <p>ONLINE</p> <p>ONLINE</p> <p>ONLINE</p>
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	<p>Kathan, W., Matzler, K., & Veider, V. (2016). The sharing economy: Your business model's friend or foe?. <i>Business Horizons</i>, 59(6), 663-672.</p> <p>Basselier, R., Langenus, G., Walravens, L. (2018). The Rise of the Sharing Economy, <i>Economic Review</i>, National Bank of Belgium, issue iii, 57-78</p> <p>Blue, S. (2017). The Sociology of Consumption. In book: <i>The Cambridge Handbook of Sociology: Volume 2: Specialty and Interdisciplinary Studies</i>, Chapter: 27, Publisher: Cambridge University Press, Editors: Kathleen Korgen, pp.265-274</p> <p>Warde, A. (2015). The Sociology of Consumption: Its Recent Development. <i>Annual Review of Sociology</i>, Vol. 41, pp.117-134</p> <p>Schaltegger, S., Hansen, E.G., Lüdeke-Freund, F. (2016) Business Models for Sustainability: Origins, Present Research, and Future Avenues. <i>Organization & Environment</i>, Vol. 29(1) 3–10</p> <p>Kims, S. (2019) <u>The Process Model of Corporate Social Responsibility Communication: CSR Communication and its Relationship with Consumers' CSR Knowledge, Trust, and Corporate Reputation Perception</u>, <i>Journal of Business Ethics</i>, Vol. 154 (4) 1143-1159</p>		
<p>Optional literature (at the time of submission of study programme proposal)</p>	<p><i>Books:</i></p> <p>Cannon, T. (2012): Corporate Responsibility: governance, compliance and ethics in a sustainable environment, Pearson, 2nd ed.</p> <p>Cateora, P., Gilly, M., Graham, J. (2011): International Marketing, McGraw-Hill; 15th edition; Chapter 5: Culture Management Style and Business Systems, pp. 124-157</p> <p>Gesteland, R. R. (2005): Cros-Cultural Business Behaviour: Negotiating, Selling, Sourcing and Managing Across Cultures, Copenhagen Business School Press, Abingdon</p> <p><i>Other sources:</i></p> <p>World Economic Forum: What's next for sharing economy (https://www.youtube.com/watch?v=DNBY8yNXGoA)</p>		

	<p>World Economic Forum: When is sharing not really sharing (https://www.weforum.org/agenda/2017/12/when-is-sharing-not-really-sharing/)</p> <p>Harvard Business Review: The sharing economy isn't about sharing at all (https://hbr.org/2015/01/the-sharing-economy-isnt-about-sharing-at-all)</p> <p>TEDxWWF - Mike Barry: A Manifesto for a Sustainable Business Revolution (https://www.youtube.com/watch?v=xUDVDh8ktHw)</p> <p>Unilever: A Sustainable Business Model - Business for Peace speech, Paul Polman (https://www.youtube.com/watch?v=ONj7T6VWgx8)</p> <p>Ethical consumerism and the power of having a choice / voice : Jason Garman at TEDxTeAro (https://www.youtube.com/watch?v=GAG-t-kXcqE)</p> <p>Responsible consumption -- the soft power of story telling: Guido Palazzo at TEDxLausanne (https://www.youtube.com/watch?v=j7c9b9A2AHc)</p> <p>The Naked Brand (https://www.youtube.com/watch?v=JZtcOmFK-rk)</p> <p>Cross cultural communication Pellegrino Riccardi TEDxBergen (https://youtu.be/YMyofREc5Jk)</p>
<p>Quality assurance methods that ensure the acquisition of exit competences</p>	<ul style="list-style-type: none"> • Monitoring the attendance and execution of other student's obligations (teacher) • Teaching Supervision (Vice Dean for Education) • Analysis of the success of studies in all subject studies (Vice Dean for Education) • Student survey on the quality of teachers and teaching for each subject of the study (UNIST, Centre for Quality Improvement) • The examination conducted by the subject teacher all learning outcomes of the subject are examined. Periodic examination of the content of the exam is conducted in order to verify the appropriateness of the method of validating the learning outcomes (Vice Dean for Education)
<p>Other (as the proposer wishes to add)</p>	