



**Faculty of
Management Sciences**

Economics Programme

Course Description
2015 - 2016

Module Code	BUS102
Module Title	Introduction to Business
Credit	3
Module Leader	Dr. Samia El Sheikh
Pre-requisite	

Aims

This course aims to introduce students to basic business concepts, forms of business ownership and the business environment. Moreover, it aims to communicate issues in the field of business and society and to develop the students' knowledge about globalization and various forms of international business. Furthermore, it aims to build student awareness of corporate social responsibility and business ethics.

Learning Outcomes

Knowledge

On successful completion of this module, the student will be able to demonstrate understanding of:

- Different forms of business ownership (1)
- Different functional roles in a business (2)
- Ethical issues in business. (3)
- Concepts and theories relevant in explaining business-society interactions. (4)

Skills

On successful completion of this module, the student will be able to:

- Develop and demonstrate ethical solutions to specific organizational problems. (5)
- Form an opinion on a range of business related articles. (6)
- Present a range of viewpoints on current issues. (7)

Syllabus

- The business environment
- How economics affects business
- Competing in global markets
- Demonstrating ethical behaviour and social responsibility
- Choosing a form of business ownership
- Motivating employees and building self managed teams
- Marketing: building customer relationship
- Financing: ways of raising short and long term financing

Learning, Teaching and Assessment Strategies

Formal, one and half hour lectures to present contextual material and ethical approaches essential in understanding the interaction of business with other aspects of modern society. Lectures are supported by power point presentations and discussions that enhance students' oral skills. Seminars that handle work sheets to help the students grasp the basic material and consolidate knowledge. Furthermore, seminar discussions which help students to enhance their ability to evaluate particular ethical cases and prepare them for essay writing

Assessment Scheme

Assessment takes a number of forms:

- Written tests are used to assess students understanding of core topics (15%) (to asses 1, 2 and 4)
- Article review report and presentation covering any related topic (15%) (to asses 6 and 7)
- Attendance, participation and ethical cases (10%) (to asses 3, 5 and 7)
- An unseen mid-term exam of 90 minutes (20%) and an unseen final exam of 3 hours (40%) will require students to answer questions (MCQ, essays and short notes) on core concepts and theoretical issues (to asses 1, 2 and 4)

Assessment Weighting

Coursework	40%
Exams	60%

Learning Materials

Essential :

- Nickels, William G., & McHugh, J., & McHugh S., (2012). *Understanding business*, New York: McGraw Hill /Irwin.

Supplementary Readings:

- Additional readings may be assigned to students from various sources:

Business Today – Cairo Times - Business Weekly – Business Monthly – Forbes – Fortune – The Harvard Business Review ... or others

Module code	CS100
Title	Introduction to information technology
Credits	4
Module Leader	Eng. Reem A. Azim
Pre-requisite	

Aims

This module aims to familiarize the student with using computers efficiently, including devices and widely used applications and to provide an introduction to computer-related terminology and concepts. The module aims at enabling the students to master computer productivity tools and internet usage for academic purposes

Learning Outcomes

Knowledge

On completion of this module, the successful student will be able to:

- Understand the basics of using computers. (1)
- Describe the essential hardware components of the computer and its peripheral devices and how they work. (2)
- Demonstrate the functions of PC operating systems. (3)
- Explore and use the Internet learning resources. (4)

Skills

On completion of this module, the successful student will be able to:

- Effective Use of basic computer productivity tools and applications (5)
- Demonstrate how to connect a computer to an existing network effectively use the Internet resources for study, work and research.(6)
- Organize and retrieve information on a computer. (7)
- Discuss current, ethical and social issues associated with computing.(8)
- Examine careers that involve computers and outline a professional development plan. (9)

Syllabus

- World of computers - A brief overview of the information technology, networking, computer essentials, micros to supercomputers, capabilities and uses, a computer system at work, how do we use computers.
- The internet and the World Wide Web – Connecting to the internet, access providers. How does the internet work? Protocols, packets and addresses. Search tools. Email, newsgroups, blogs. E-commerce. Snooping, spamming, spoofing, fishing, cookies and spyware.
- Software – common software concepts, purpose and objectives of an operating system, understanding relationship between computers and programming languages, distinguish between several different types of programming languages and visual programming, distinguishing between different platforms. Application software. Word processing, spreadsheets, database software, speciality software.
- Inside the computer - Details about data storage, encoding systems, analyzing a computer system, describing the processor (distinguishing characteristics), inside the PC(system board-buses-cards).
- Storing and retrieving Information, secondary storage files, sequential and direct access, magnetic disks, magnetic tapes, optical laser disks.

- Input/Output devices, traditional input devices, Source-Data automation, output devices, and terminals.
- Computer Networks, a brief overview of data communications hardware, data highways, network topologies, local area networks.
- An overview of online services & Productivity software. Understanding graphics software concepts, functions of different types of graphics software, multimedia concepts and applications. A detailed practical coverage is provided in lab.
- Information systems, define and identify MIS, DSS, EIS
- Systems development and programming concepts.

Learning, Teaching and Assessment Strategy

Weekly lectures are used to introduce the basic ideas of the module topics. Weekly tutorials during which the students use on-line test banks to practice solving problems related to the theoretical part of the module. Weekly computer laboratory sessions are used to investigate the concepts of computer hardware, software and applications practically, to demonstrate the use of computer networks and to learn the use of the standard Desktop applications

Individual project will be introduced where the student will work on applying the concepts learned in the module to a practical world problem. The subject of the project will be chosen to reflect current issues of the microcomputer applications.

Assessment Scheme

Assessment will be based on the following items:

- Class participation and attendance (10 %) [Outcomes: 2,3,8,9]
- Weekly Lab work to assess the practical skills of the students (20 %) [Outcomes: 5,6,7]
- Two tests (10%) [Outcomes: 1,2,6,7]
- Two unseen exams (a mid-term exam of 90 minutes – 20% and a final exam of 180 minutes – 40%) that include several questions to assess the student knowledge and understanding [Outcomes:1,2,6,7]

Assessment Weighting

Coursework	40 %
Unseen examination	60 %

Learning Materials

Essential

Brian Williams and Stacey Sawyer (2007) Using information technology. (A practical introduction to computers and communications) 7th edition New York: McGraw-hill

Recommended

Capron, H. L. and J. A. Johnson (2003) Computers: Tools for an Information Age. 8th edition, New Jersey: Prentice Hall

Long, Larry and Nancy Long (2002) Computers. 10th edition, Prentice Hall

Meyer, Mark, and Jones & Bartlett Pub (2003) Explorations in Computer Science: A Guide to Discovery

Cashman, Thomas J. and Gary B. Shelly (2003). Essential Introduction to Computers. 5th edition, Course Technology.

Turban, Efraim, R. Kelly Rainer, Jr., and Richard E. Potter (2002) Introduction to Information Technology. 2nd edition, John Wiley & Sons.

Module Code: ECO101
Module Title: Introduction to Macroeconomics
Credit: 3
Module Leader: Prof. Doaa Abdo
Pre-requisite:

Aims

This module aims at providing a basic introduction to macroeconomic principles and their application to both theoretical and real world situations. It also intends to identify appropriate techniques to analyse macroeconomic equilibrium and develop analytical skills using the different mathematical and graphical methods. Finally, the module intends to give students the ability to communicate and report on findings, particularly through essays, presentations and exercises.

Learning outcomes

Knowledge

On completing this module, students successfully will be able to:

- Explain core macroeconomics principles (1)
- Use analytical methods to apply model-based theory (2)
- Utilise verbal, graphical and mathematical representation of economic ideas to analysis the relationship between economic variables (3)
- Explain basic principles and mechanisms in national economy, and analyse the impacts of different policy decisions on the aggregate economy (4)

Skills

Students will also be able to:

- Explore problems using logical thinking and provide solutions (5)
- Provide analysis and critical judgement to different economic issues (6)
- Select and apply appropriate techniques to solve problems (7)
- Use research techniques and demonstrate presentation skills (8)

Syllabus

- Economic problem, economic systems, resource allocation and the production possibility frontier
- Demand, supply and price determination
- Objectives and instruments of macroeconomic policy
- Growth, unemployment and inflation
- Aggregate demand and supply
- National income accounts
- Theories of consumption and investment
- The Keynesian multiplier model and macroeconomic equilibrium
- Multipliers

Learning, Teaching and Assessment Strategy

Lectures will be used to introduce students to the main theoretical topics of the module. In-class discussions will be used to extend the scope of the lectures by encouraging students to explore the issues and ideas raised by the instructor. Tutorial sessions will be devoted to problem solving and discussion of case studies.

Students are assessed in a number of ways. In addition to tests and assignments, students will submit an article review on one of the topics studied and present it to their fellow students. They will be supported by means of regular tutorials which will provide them with feedback on work in progress, and in-class presentations will involve the use of informal peer assessment.

Assessment Scheme

- Participation, class discussion and attendance (10%)
- Written tests to assess students' understanding of the core topics (10%) [outcomes 1, 2, 3, 4, 5, 7]
- Problem solving assignments comprising quantitative and qualitative questions such as true and false, problems and essay questions (5%) [outcomes 5, 6, 7]
- An article review assignment on any of the topics covered in the module (15% including 5% for presentation) [outcomes 5, 6, 8]
- An unseen mid-term exam of 90 minutes (20%) and an unseen final exam of 3 hours (40%) will require students to answer questions on core theoretical issues [outcomes 1, 2, 3, 4, 5, 7]

Assessment Weighting

- Coursework 40%
- Examination 60%

Learning materials

Essential:

Parkin, Michael. (2013) *Economics*. 11th edition. Boston: Pearson Addison Wesley.

Recommended:

Baumol, W. & Blinder, A. (2009) *Economics, Principles & Policy*. 11th edition. Mason OH: South Western Cengage Learning.

O'Sullivan, A. & Sheffrin, S. (2006) *Economics, Principles and Tools*. 4th edition. NJ: Pearson Prentice Hall.

Additional readings

Data on current trends in macroeconomics can be found in:

www.erf.org.eg

www.eces.org.eg

<http://www.library.idsc.gov.eg/>

<http://www.publishers.idsc.gov.eg/>

Data on international trade and finance can be found in:

www.ft.com

www.oecd.org

www.worldbank.org

www.imf.org

www.economist.com

Module Code: ECO102
Module Title: Introduction to Microeconomics
Credit: 3
Module Leader: Prof. Doaa Abdou
Pre-requisite:

Aims

This module aims to provide students with the fundamental concepts of choices made by individuals and businesses and the influence of government on those choices. It also aims to introduce some microeconomic analysis and problem solving techniques. Students will be encouraged to explore the basics on which consumers and producers choices are made under the influence of economic forces and to define and critically evaluate the most common market structures.

Learning outcomes

Knowledge

On completion of this module, the successful student will be able to:

- Demonstrate good knowledge and understanding of microeconomic concepts and principles (1)
- Use some microeconomic analysis for some theories and practices (2)
- Utilise verbal, graphical and mathematical representation of economic ideas to analyse the relationship between economic variables (3)

Skills

This module will call for the successful student to:

- Explore economic problems and apply knowledge to analyse the different alternatives (4)
- Calculate and interpret some microeconomic indicators (5)
- Demonstrate verbal presentation skills (6)
- Enhance individual initiative and research skills using library and web-based resources (7)
- Be self-evaluating in performance and in learning (8)

Syllabus

- Economic problem, economic systems, resource allocation and the production possibility frontier
- Demand, supply and price determination
- Elasticities
- Demand and consumer behaviour
- Indifference curves and the budget line
- Theory of production
- Analysis of costs
- Market structures: perfectly competitive markets, monopoly, oligopoly and monopolistic competition

Learning, Teaching and Assessment Strategy

Lectures will be used to introduce students to the main theoretical topics of the module. In-class discussions will be used to extend the scope of the lectures by encouraging students to explore the issues and ideas raised by the instructor. Tutorial sessions will be devoted to problem solving and discussion of case studies.

Students are assessed in a number of ways. In addition to tests and assignments, students will submit an article review on one of the topics studied and present it to their fellow students. They will be supported by means of regular tutorials which will provide them with feedback on work in progress, and in-class presentations will involve the use of informal peer assessment.

Assessment Scheme

- Participation, class discussion and attendance (10%)
- Written tests to assess students' understanding of the core topics (10%) [outcomes 1, 2, 3, 4, 5]
- Problem solving assignments comprising quantitative and qualitative questions such as true and false, problems and essay questions (10%) [outcomes 1, 2, 3, 4, 5]
- An article review assignment on any of topics covered in the module (10% including 5% for presentation) [outcomes 6, 7, 8]
- An unseen mid-term exam of 90 minutes (20%) and an unseen final exam of 3 hours (40%) [outcomes 1, 2, 3, 4, 5]

Assessment Weighting

- Coursework 40%
- Examination 60%

Learning materials

Essential:

Parkin, Michael. (2013) *Economics*. 11th edition. Boston: Pearson Addison Wesley.

Recommended:

Baumol, W. & Blinder, A. (2009) *Economics, Principles & Policy*. 11th edition. Mason OH: South Western Cengage Learning.

O'Sullivan, A. & Sheffrin, S. (2006) *Economics, Principles and Tools*. 4th edition. NJ: Pearson Prentice Hall.

Parkin, Michael (2008) *Economics*. 8th edition. Boston: Pearson Addison Wesley.

Module Code	ECO113
Module Title	Mathematics for Economists I
Credit	3
Module Leader	Prof. Adel Hamdy
Pre-requisite	MTH112

Aims

This module aims to introduce students to applied mathematics. The module is designed to teach students how calculus applies to their particular area of interest by focusing on the most important topics and applications in business, economics and management.

It also aims to enable students to identify a relevant mathematical model of a real world phenomenon in business, economics and management. And to develop their mathematical skills needed to enhance their chances for understanding real world problems.

More over it aims to help students to appreciate the importance of mathematics and computers in reinforcing and extending their understanding and decision making ability.

Learning Outcomes

Knowledge

On successful completion of this module, the student will be able to:

- Define basic business and economic terms. (1)
- Recognize and identify a mathematical function and find its domain and range. (2)
- Sketch a mathematical function and interpret the meaning of its slope and its axes intercepts in business and economics applications. (3)
- Predict the values of different mathematical functions and Identify their maxima and minima for optimization purposes. (4)

Skills

On successful completion of this module, the student will be able to:

- Apply the rules of differentiation to find the first and second derivatives and interpret their meaning and use them to identify maxima and minima in optimization problems. (5)
- Appreciate the effect of mathematical thinking in decision making. (6)

Syllabus

- Mathematical Functions: Definition; types, domain, and range.
- Linear, quadratic, and exponential functions: Predicting values, characteristics, graphical representation(sketching),
- Linear, quadratic, and exponential functions applications: Demand, Supply, Revenue, Cost, and Profit.
- Differentiation; Optimization Methodology; Identification of maxima and minima; Optimization applications.

Learning, Teaching and Assessment Strategies

Formal interactive lectures led by the instructor are used to present the material essential to the proper understanding of the main topics of the module to the students. Real world examples as well as selected case studies are used to further enrich the students understanding of the basic mathematical concepts learned to try to relate the theory to the practice.

In addition to the lectures, regular tutorials are also held under the supervision of the tutor. Those tutorials are devoted to problem solving, and discussion of case studies. The assessment of this module includes a number of components that will test the knowledge and skills of the students. Written tests which may comprise true/false statements and problems to assess students' acquisition of factual knowledge; homework assignments will assess students' abilities to conduct the basic mathematical techniques learned along the course, a written report to demonstrate how to use computer graphical tools to graph and analyze different mathematical functions which represent real world case studies, and to sit for written exams.

Assessment Scheme

Formative assessment is provided to the students on their work during the tutorials and on their project work both during lecture time and office hours.

Assessment consists of a number of components that are chosen in order to ensure that the students demonstrate their understanding of the concepts and techniques discussed in the lectures and tutorials.

- Homework Assignments- Selected problems. (10%) to assess (1,2,3,4 and 5)
- Written Tests. (20%) to assess (1,2 and 3)
- Class participation. (10%) to assess (5 and 6)
- Midterm Exam – One hour and a half that consists of definitions, true/ false statements with justification and problems solving. (20%) to assess (1,2 and 3)
- Final Exam – Three hours exam that consists of true/ false statements with justification and problem solving. (40%) to assess (2,3,4 and 5)

Assessment Weighting

Course work	40%
Exam	60%

Learning Materials

Essential:

Budnick, F., (1993). *Applied mathematics for business, economics, and the social sciences*, New York: McGraw-Hill.

Recommended

Sullivan, M and Mizrahi, A., (2004). *Mathematics*, an applied approach, New Jersey: John Wiley and Sons.

Module Code	ECO213
Module Title	Mathematics for Economists II
Credit	3
Module Leader	Dr. Emad El-din H. Hassan
Prerequisite	Eco113

Aims

This module aims to stress the importance of applied mathematics in Economics. It also aims to strengthen the students' knowledge of further basic and advanced mathematical concepts and methods needed for the economists in a wide variety of applications.

More over, it aims to provide students with an appreciation of what calculus is and how it can be applied in the area of economics.

Learning Outcomes

Knowledge

On successful completion of this module, the student will be able to:

- Appreciate the importance of applied mathematics in Economics. (1)
- Explore advanced differential calculus and its use in Economics. (2)
- Apply optimization procedures for single variable functions and multivariate functions as applied to Economics. (3)
- Understand the concepts and the techniques of integration (definite and indefinite) applied to a wide variety of applications in Economics. (4)

Skills

On successful completion of this module, the student will be able to:

- Reinforce their skills in problem formulation. (5)
- Reinforce their skills in the interpretation of mathematical results. (6)
- Choose a suitable mathematical model to solve a wide variety of case studies in Economics. (7)
- Find the explicit and implicit partial derivatives of mathematical functions and use them in optimization applications in Economics. (8)
- Find the definite and indefinite integrals for a wide class of mathematical functions and use them in solving case studies in Economics. (9)

Syllabus

- Mathematical functions and their applications in Economics.
- Differential calculus: the derivatives, their interpretations and their use in optimization applications in Economics.
- Marginal analysis approach to profit maximization.
- Elasticity of demand.
- Multivariate functions. Partial derivatives and their use in optimization of multivariate functions in Economics.
- Calculus of multivariate functions and its use in applications in Economics.
- Integral calculus: Integration (definite, indefinite) and its use in economics.

Learning, Teaching and Assessment Strategies

Formal interactive lectures led by the instructor are used to present the material essential to the proper understanding of the main topics of the module to the students. Real world examples as well as selected case studies are used to further enrich the students understanding of the basic mathematical concepts learned to try to relate the theory to the practice.

In addition to the lectures, regular tutorials are also held under the supervision of the tutor. Those tutorials are devoted to problem solving, and discussion of case studies. The assessment of this module includes a number of components that will test the knowledge and skills of the students. Written tests which may comprise true/false statements and problems to assess students' acquisition of factual knowledge; homework assignments will assess students' abilities to conduct the basic statistical techniques learned along the course, and to sit for written exams.

Assessment Scheme

Formative assessment is provided to the students on their work during both lecture and tutorial times.

Assessment consists of a number of components that are chosen in order to ensure that the students demonstrate their understanding of the concepts and techniques discussed in the lectures and tutorials.

- Homework Assignments- Selected problems (20%) to assess (2, 3, 4, 8 and 9).
- Written Tests (20%) to assess (2, 3, 5, 7 and 9)
- Midterm Exam – One hour and a half that consists of problems solving. (20%) to assess (2, 3, 6, 7 and 8).
- Final Exam – Three hours exam that consists of problem solving and a case study (40%) to assess (2, 3, 4, 6, 7, 8 and 9).

Assessment Weighting

Course work	40%
Exams	60%

Learning Materials

Essential:

Hoffmann, L. & Bradley, G., (2013). *Calculus for business, economics, and the social and life science*, Boston: McGraw Hill.

Recommended

Holden, K. & Pearson, A.W., (1992). *Mathematics for economics and business*, Hong Kong: Macmillan.

Module Code	ECO215
Module Title	Statistics For Economists I
Credit	3
Module Leader	Dr. Ramy Abdel Hamid
Pre-requisite	

Aims

This module aims to give students an appreciation of the applied statistics field in a clear and interesting manner.

It also aims to enable students to collect, present, analyze and interpret data to find inferences and evaluate the reported results in order to make appropriate decisions. More over, it aims to provide students with the basic concepts of probability theory and its applications

Learning Outcomes

Knowledge

On successful completion of this module, the student will be able to:

- Collect, present, analyze and interpret data to reinforce decision making capability. (1)
- Use numerical summary measures, such as the one that gives the centre and spread of a distribution to study and analyze the main features of a data set. (2)
- Use the basic concepts of probability and the rules for computing it. (3)
- Understand the concept of a probability distribution and its mean and standard deviation. (4)
- Find a point estimate and interval estimate for the population mean. (5)

Skills

On successful completion of this module, the student will be able to:

- Interpret graphs found in newspapers and magazines. (6)
- Transform raw data into furnished data that can be analyzed and interpreted. (7)
- Make decisions under conditions of uncertainty. (8)

Syllabus

- Collecting, organizing, presenting and graphing data.
- Numerical descriptive measures.
- Basic concepts and rules of probability theory.
- Random variable and probability distribution (discrete & continuous).
- Estimation of the mean (point and interval estimates).

Learning, Teaching and Assessment Strategies

Formal interactive lectures led by the instructor are used to present the material essential to the proper understanding of the main topics of the module to the students. Selected case studies are used to further enrich the students understanding of the basic mathematical concepts learned to try to relate the theory to the practice for a wide range of applications in business and economics. In addition to the lectures, regular tutorials are also held under the supervision of the tutor. Those tutorials are devoted to problem solving, and discussion of case studies. The assessment of this module includes a number of components that will test the knowledge and skills of the students. Written tests which may comprise true/false statements and problems to assess students' acquisition of factual knowledge; homework assignments will assess students' abilities to conduct the basic statistical techniques learned along the course, and to sit for written exams.

Assessment Scheme

Formative assessment is provided to the students on their work during both lecture and tutorial times.

Assessment consists of a number of components that are chosen in order to ensure that the students demonstrate their understanding of the concepts and techniques discussed in the lectures and tutorials.

- Homework Assignments- Selected problems. (10%) to assess (1, to 5)
- Written Tests. (20%) to assess (1 to 5)
- Problem solving assignments (10%) to assess (6, 7, and 8)
- Midterm Exam – One hour and a half that consists of problems solving. (20%) to assess (1, 2, and 3)
- Final Exam – Three hours exam that consists of problem solving and a case study. (40%) to assess (4 and 5)

Assessment Weighting

Course work	40%
Exams	60%

Learning Materials

Essential:

Beughezal, F., (2011). *Statistics for business Arab World Edition*, Pearson

Recommended:

Mcclaiive, B. (1997). *Statistics for business and economics*, Sincich: Prentice Hall.

Module Code	ECO216
Module Title	Statistics for Economists II
Credit	3
Module Leader	Dr. Adel Fahmy
Pre-requisite	ECO215

Aims

This module aims to help students develop their understanding and appreciation of the importance of applied statistics and its applications in the field of economics. It also aims to introduce students to the application of the hypotheses tests in the area of quality control.

More over, it aims to enable students to use regression analysis and correlation coefficients to determine the relationship between two variables.

Learning Outcomes

Knowledge

On successful completion of this module, the student will be able to:

- Make tests of hypotheses on the population parameters using normal, t, and F and CHI-square distributions. (1)
- Make inferences about the difference between two population means and the difference between two population proportions. (2)
- Make tests of hypotheses on the variance and the standard deviation of a single population. (3)
- Use the one-way analysis of variance (ANOVA) procedure to perform test of hypotheses about three or more population means. (4)
- Use regression analysis and correlation coefficients for forecasting the future values of variables. (5)
- Use methods to analyze time series data. (6)

Skills

On successful completion of this module, the student will be able to:

- Find out, whether a given claim (or statement) about a population parameter is true or not by using some sample information. (7)
- Use different techniques to analyze data in economics. (8)
- Use regression analysis to make decisions for future about production, sales, investments, raw materials, etc. (9)

Syllabus

- Hypothesis testing about the mean and proportion.
- Estimation and Hypothesis testing: Two populations.
- CHI-square tests: A goodness of fit, contingency tables, and inferences about the population variance.
- Analysis of variance (ANOVA).
- Simple linear regression.
- Multiple regressions.
- Time series analysis

Learning, Teaching and Assessment Strategies

Formal interactive lectures led by the instructor are used to present the material essential to the proper understanding of the main topics of the module to the students. Real world examples as well as selected case studies are used to further enrich the students understanding of the basic mathematical concepts learned to try to relate the theory to the practice for a wide range of applications in business and economics.

In addition to the lectures, regular tutorials are also held under the supervision of the tutor. Those tutorials are devoted to problem solving, and discussion of case studies. The assessment of this module includes a number of components that will test the knowledge and skills of the students. Written tests which may comprise true/false statements and problems to assess students' acquisition of factual knowledge; homework assignments will assess students' abilities to conduct the basic statistical techniques learned along the course, and to sit for written exams.

Assessment Scheme

Formative assessment is provided to the students on their work during both lecture and tutorial times.

Assessment consists of a number of components that are chosen in order to ensure that the students demonstrate their understanding of the concepts and techniques discussed in the lectures and tutorials.

- Homework Assignments - Selected problems. (10%) to assess (1 to 6)
- Written Tests (20%) to assess (1 to 6)
- Class participation. (10%) to assess (7, 8 and 9)
- Midterm Exam – One hour and a half that consists of problems solving (20%) to assess (1, 2 and 3)
- Final Exam – Three hours exam that consists of problem solving and a case study. (40%) to assess (1 to 7)

Assessment Weighting

Course work	40%
Exam	60%

Learning Materials

Essential:

Mann, P. (1995). *Statistics for business and economics*, New York: John Wiley & Sons.

Recommended

Mcclaire, B. (1997). *Statistics for business and economics*. Sincich: Prentice Hall.

Module Code: ECO3011
Module Title: Macroeconomic Theory I
Credit: 3
Module Leader: Prof. Doaa Abdo
Pre-requisite: ECO 101, ECO 113

Aims

The aim of this module is to introduce the students to the main issues and developments of modern macroeconomics. It is meant to build upon the macroeconomics concepts studied in the first year and address both fundamental and applied aspects of macroeconomic theory. In particular, the module will focus on introducing the modern theory of expectations and economic dynamics and on using this approach to analyse short run and medium run fluctuations. The module also aims at exploring the role of macroeconomic policy on short run and medium run fluctuations.

Learning outcomes

Knowledge

On completion of this module, the successful student will be able to:

- Explain the different schools of thought and how each approaches macroeconomic problems (1)
- Apply core economic theory and economic reasoning to applied topics (2)
- Utilise analytical methods based on theory (3)

Skills

This module will call for the successful student to:

- Analyse and critically evaluate different economic issues (4)
- Evaluate the logical bounds of the main macroeconomic models (5)
- Review, and critically evaluate literature on economic issues and suggest ways to solve problems (6)
- Use research techniques and demonstrate presentation skills to communicate effectively in the different areas of macroeconomics such as labour markets, inflation, unemployment, the business cycle and fiscal and monetary policies (7).

Syllabus

- Goods and financial markets
- The IS-LM model
- Aggregate demand and supply model
- Natural rate of unemployment – Phillips curve
- Inflation, activity and nominal money growth
- Expectations, consumption, investment and the financial market
- Expectations, output and policy

Learning, Teaching and Assessment Strategy

The module is taught using a mixture of lectures and seminars to introduce students to core macroeconomic theories. Structured discussions will concentrate on analysing macroeconomic issues and help students to refine their ideas and work constructively with feedback and peer assessment. Tutorial sessions will be devoted to problem solving and discussion of case studies.

Students are assessed in a number of ways. In addition to working for specified written assignments, students will also be expected to produce a research paper that would be suitable for presentation on any of the topics covered in the course. The paper must conform to accepted academic writing formats and will be 3,000 words in length. Accordingly, they will submit a draft (which includes an outline, methodology, literature review, references, etc.). After the submission of the final projects, students will be required to make presentations. Students will present the argument of their paper as the starting point for an in-class debate.

Assessment Scheme

- Problem solving assignments comprising quantitative or qualitative questions such as true and false, problems and essay questions (20%) [outcomes 1, 2, 3, 4]
- Individual project (20% including 5% for presentation) [outcome 3, 4, 5, 6, 7].
- An unseen mid-term exam of 90 minutes (20%) and an unseen final exam of 3 hours (40%) [outcomes 1, 2, 3, 4, 5]

Assessment Weighting

- Coursework 40%
- Examination 60%

Learning materials

Essential:

Abel A. (2014) *Macroeconomics*. 8th edition. NJ: Pearson Prentice Hall.

Recommended:

Blanchard, O. & Fisher, S. (1989) *Lectures on Macroeconomics*. Cambridge, Mass.: MIT Press.

Cooper, Russell (1999) *Coordination Games: Complementarities and Macroeconomics*. NY: Cambridge University Press.

Mankiw, G. & Romer, D. (1991) *New Keynesian Economics*. Cambridge, Mass.: MIT Press.

Romer, David (2006) *Advanced Macroeconomics*. 3rd edition. Boston: McGraw Hill.

Module Code: ECO301II
Module Title: Macroeconomic Theory II
Credit: 3
Module Leader: Prof. Doaa Abdo
Pre-requisite: ECO 301I

Aims

The module will begin by reviewing the so-called modern approach to aggregate demand and aggregate supply. This entails incorporating into the classical approach to aggregate supply and aggregate demand insights from Keynesian economics. This will serve as a base to discuss the role of macroeconomic policy in controlling fluctuations in output and employment. In particular, the module will focus on introducing the modern theory of expectations and economic dynamics and on using this approach to analyse long run fluctuations. The module also aims at studying the role of macroeconomic policy on long run fluctuations.

Learning outcomes

Knowledge

On completion of this module, the successful student will be able to:

- Analyse different macroeconomics theories (1)
- Apply core economic theory and economic reasoning to applied topics (2)
- Discuss and analyse the effect of government policy on real world problems and issues (3)

Skills

This module will call for the successful student to:

- Analyse and critically evaluate different economic issues (4)
- Evaluate the logical bounds of the main macroeconomic models (5)
- Review and critically evaluate literature on economic issues and suggest ways to solve problems (6)
- Use research techniques and demonstrate presentation skills to communicate effectively in the different areas of macroeconomics such as labour markets, inflation, unemployment, the business cycle and fiscal and monetary policy (7)

Syllabus

- Openness in goods and financial markets.
- Implications of different exchange rate regimes from flexible exchange rates to currency boards, to dollarization
- Output over long periods of time. In the long run, what dominates is growth not fluctuations.
- Growth theory: the Solow model.
- Monetary policy influences on the economy
- Governments constraints facing the implementation of fiscal policy

Learning, Teaching and Assessment Strategy

The module is taught using a mixture of lectures and seminars to introduce students to core macroeconomic theories. Structured discussions will concentrate on analysing macroeconomic issues and help students to refine their ideas and work constructively with feedback and peer assessment. Tutorial sessions will be devoted to problem solving and discussion of case studies.

Students are assessed in a number of ways. In addition to working for specified written assignments, students will also be expected to produce a research paper that would be suitable for presentation on any of the topics covered in the course. The paper must conform to accepted academic writing formats and will be 3,000 words in length. Accordingly, they will submit a draft (which includes an outline, methodology, literature review, references, etc.). After the submission of the final projects, students will be required to make presentations. Students will present the argument of their paper as the starting point for an in-class debate.

Assessment Scheme

- Problem solving assignments comprising qualitative and quantitative questions such as true and false, problems and essay questions (20%) [outcomes 1, 2, 3, 4]
- Individual project (20% including 5% for presentation) [outcomes 3, 4, 5, 6, 7].
- An unseen mid-term exam of 90 minutes (20%) and an unseen final exam of 3 hours (40%) [outcomes 1, 2, 3, 4, 5]

Assessment Weighting

- Coursework 40%
- Examination 60%

Learning materials

Essential:

Abel A. (2014) *Macroeconomics*. 8th edition. NJ: Pearson Prentice Hall.

Recommended:

Blanchard, O. & Fisher, S. (1989) *Lectures on Macroeconomics*. Cambridge, Mass.: MIT Press.

Cooper, Russell (1999) *Coordination Games: Complementarities and Macroeconomics*. NY: Cambridge University Press.

Mankiw, G. & Romer, D. (1991) *New Keynesian Economics*. Cambridge, Mass.: MIT Press.

Romer, David (2006) *Advanced Macroeconomics*. 3rd edition. Boston: McGraw Hill.

Module Code: ECO 302 I
Module Title: Microeconomic Theory I
Credit: 3
Module Leader: Prof. Doaa Abdo
Pre-requisite: ECO 101, ECO 102

Aims

This module is designed to develop and built upon the microeconomic concepts that are considered in Introduction to Microeconomics with greater depth. It focuses on the behaviour of individuals, firms, and the interaction of these agents in different settings (markets). It also deals with how individuals and households make decisions when faced with various types of constraints. Finally, the module examines the behaviour of firms as well as the organization of markets and implications for firm behaviour under different market structures.

Learning outcomes

Knowledge

On completion of this module, the successful student will be able to:

- Explain consumer and producer behaviour (1)
- Apply core economic theories in different markets (2)
- Evaluate different theories' application to microeconomic problems (3)

Skills

This module will call for the successful student to:

- Identify tacit assumptions and limitations of data and information (4)
- Provide analysis and critical judgement to different microeconomic issues (5)
- Review, and critically evaluate literature on economic issues and suggest ways to solve problems (6)
- Communicate effectively and clearly in written and oral formats (7)

Syllabus

- Demand, supply and price determination
- Consumer behaviour
- Individual and market demand
- Behaviour of the firm
- Production and cost functions of the firm
- Profit maximizing
- Perfect and imperfect markets

Learning, Teaching and Assessment Strategy

The module is taught using a mixture of lectures and seminars to introduce students to core microeconomic theories, while in-class discussions will assist students in analysing microeconomic issues. Structured discussions will help students to refine their ideas and work constructively with feedback and peer assessment. Tutorial sessions will be devoted to problem solving and discussion of case studies.

Students are assessed in a number of ways. In addition to working for specified written assignments, students will also be expected to produce a research paper that would be suitable for presentation on any of the topics covered in the course. The paper must conform to accepted academic writing formats and will be 3,000 words in length. Accordingly, they will submit a draft (which includes an outline, methodology, literature review, references, etc.). After the submission of the final projects, students will be required to make presentations. Students will present the argument of their paper as the starting point for an in-class debate.

Assessment Scheme

- Problem solving assignments comprising quantitative and qualitative questions such as true and false, problems and essay questions. (20%) [outcomes 1, 2, 3]
- Individual project (20% including 5% for presentation). [outcomes 3, 4, 5, 6, 7]
- An unseen mid-term exam of 90 minutes (20%) and an unseen final exam of 3 hours (40%) [outcomes 1, 2, 3, 6]

Assessment Weighting

- Coursework 40%
- Examination 60%

Learning materials

Essential:

Pindyck, Robert S. & Rubinfeld, Daniel L. (2012) *Microeconomics*, 8th Edition. Prentice Hall

Recommended:

Besanko, D. and Braeutigam, R. (2007) *Microeconomics*. 3rd edition. NJ: Wiley
Frank, R. H. (2008) *Microeconomics and Behavior*. 7th edition. Boston: McGraw Hill-Irwin.

Schotter, A. (2009) *Microeconomics: A Modern Approach*. 1st edition. Mason, OH: South-Western Cengage Learning,

Varian, Hal R. (2010) *Intermediate Microeconomics: A Modern Approach*. 8th edition. NY: WW Norton & Co.

Module Code: ECO 302 II
Module Title: Microeconomic Theory II
Credit: 3
Module Leader: Prof. Doaa Abdou
Pre-requisite: ECO 302I

Aims

This module is designed to examine new microeconomic concepts in greater depth. It will examine some modern approaches to microeconomic analysis by addressing aspects of game theory. In particular, major concern will lie with the application of game theoretic models to issues in modern industrial organisation. Finally, the module will analyse topics in welfare economics, develop a general equilibrium model of the economy and employ it to analyse the issue of pareto efficiency.

Learning outcomes

Knowledge

On completion of this module, the successful student will be able to:

- Analyse different microeconomics theories (1)
- Apply core economic theory and economic reasoning to applied topics (2)
- Discuss and analyse effect of government policy to real world problems and issues (3)

Skills

This module will call for the successful student to:

- Identify tacit assumptions and limitations of data and information (4)
- Provide analysis and critical judgement to different economic issues (5)
- Select and apply appropriate techniques to solve problems (6)
- Present and discuss economic argument using verbal, graphical, mathematical, and statistical means (7)

Syllabus

- Normal form games, dominant strategies, dominance solvability
- Mixed strategies, extensive form games/ sub games
- Perfect Nash equilibrium
- Repeated games
- Monopoly, linear pricing, discrimination
- Oligopoly, Cournot, Bertrand models
- Product differentiation, cartels and mergers
- Welfare theorems, general equilibrium model and pareto efficiency

Learning, Teaching and Assessment Strategy

The module is taught using a mixture of lectures and seminars to introduce students to core microeconomic theories, while in-class discussions will assist students in analysing microeconomic issues. Structured discussions will help students to refine their ideas and work constructively with feedback and peer assessment. Tutorial sessions will be devoted to problem solving and discussion of case studies.

Students are assessed in a number of ways. In addition to working for specified written assignments, students will also be expected to produce a research paper that would be suitable for presentation on any of the topics covered in the course. The paper must conform to accepted academic writing formats and will be 3,000 words in length. Accordingly, they will submit a draft (which includes an outline, methodology, literature review, references, etc.). After the submission of the final projects, students will be required to make presentations. Students will present the argument of their paper as the starting point for an in-class debate.

Assessment Scheme

- Problem solving assignments comprising quantitative and qualitative questions such as true and false, problems and essay questions. (20%) [outcomes 1, 2, 3]
- Individual project (20% including 5% for presentation). [outcomes 3, 4, 5, 6, 7]
- An unseen mid-term exam of 90 minutes (20%) and an unseen final exam of 3 hours (40%) [outcomes 1, 2, 3, 6]

Assessment Weighting

- Coursework 40%
- Examination 60%

Learning materials

Essential:

Pindyck, Robert S. & Rubinfeld, Daniel L. (2012) *Microeconomics*, 8th Edition. Prentice Hall

Recommended:

Besanko, D. and Braeutigam, R. (2007) *Microeconomics*. 3rd edition. NJ: Wiley
Frank, R. H. (2008) *Microeconomics and Behavior*. 7th edition. Boston: McGraw Hill-Irwin.

Schotter, A. (2009) *Microeconomics: A Modern Approach*. 1st edition. Mason, OH: South-Western Cengage Learning,

Varian, Hal R. (2010) *Intermediate Microeconomics: A Modern Approach*. 8th edition. NY: WW Norton & Co.

Module Code: ECO 303
Module Title: Money and Banking
Credit: 3
Module Leader: Prof. Heba Helmy
Pre-requisite: ECO101 and ECO102

Aims

This module aims to examine the structure of the banking system, the financial system and the components and functions of money. It also aims to assess methods of determination of interest rates and exchange rates. It also analyses the role of central banks, the process of multiple deposit creation and evaluates the theoretical and empirical aspects of the role of monetary policy in macroeconomic stabilisation and economic growth.

Learning outcomes

Knowledge

On completion of this module, students will be able to:

- Evaluate the roles of the international and local banking and financial systems (1)
- Assess the role of the central bank in any economy (2)
- Appraise the factors determining interest rates and the foreign exchange rate (3)

Skills

On completion of this module, students will be able to:

- Investigate the different financial and economic problems faced by banks and propose solutions to these problems (4)
- Predict the effect of different factors on the interest rate and the foreign exchange rate and suggest solutions to problems facing the economy (5)
- Critically analyse the economic effects of fiscal and monetary policies (6)
- Engage in research and acquire presentation skills (7).

Syllabus

- Financial markets, systems and institutions
- The Egyptian financial and banking system
- Different types of money
- The determination of interest rates
- The behaviour of interest rates
- The foreign exchange market
- The management of financial institutions
- Multiple deposit creation and the supply of money
- The demand for money
- Tools of fiscal and monetary policy
- The ISLM model

Learning, Teaching and Assessment Strategy

The module is taught using a mixture of lectures – to introduce students to the theoretical material – and tutorials – to assist students in mastering specific exercises and practices in addition to providing students with specific and critical feedback on their research work.

Students are assessed in a variety of ways: an unseen midterm of 90 minutes, and an unseen final exam of three hours [outcomes 1, 2, 3, 4, 5 and 6] in addition to regular assignments comprising problem solving and case study questions [particular reference to outcomes 3, 4, 5 and 6]. Students are also expected to produce a

research paper on one of the assigned topics at the end of the semester that would be suitable for presentation. It must conform to accepted academic writing formats and will range between 3500 and 4000 words in length [particular reference to outcomes 1, 2, 4, 5, 6 and 7].

Assessment Scheme

- Problem solving assignments comprising quantitative or qualitative questions such as problems and case study questions (10%) [outcomes 3, 4, 5 and 6]
- Group project and presentation (30%) [outcomes 1, 2, 4, 5, 6 and 7]
- An unseen midterm of 90 minutes (20%) and an unseen final exam of 3 hours (40%) [outcomes 1, 2, 3, 4, 5 and 6]

Assessment Weighting

- Coursework 40%
- Examination 60%

Learning materials

Essential:

Mishkin, Frederic. (2009) *The Economics of Money, Banking & Financial Markets*. 9th edition. New York: Addison and Wesley.

Additional readings:

Alexander, K., Dhumale, R. and Eatwell, J. (2006) *Global Governance of Financial Systems: The International Regulation of Systemic Risk*. New York: Oxford University Press.

Miller, Roger Le Roy and Van Hoose, David (1993). *Modern Money & Banking*. 3rd edition. New York: McGraw-Hill.

O'Brien, D.P (2007). *The Development of Monetary Economics: A Modern Perspective on Monetary Controversies*. Cheltenham, UK, Northampton MA: E. Elgar.

Partington, Ian. (1990) *Applied Economics in Banking and Finance*. 4th edition. Oxford: Oxford University Press.

Rosley, Saiful. (2005) *Critical Issues on Islamic Banking and Financial Markets: Islamic Economics, Banking and Finance, Investments, Takaful and Financial Planning*. AuthorHouse.

Tarullo, Daniel (2008). *Banking on Basel: The Future of International Financial Regulation*. Peterson Institute.

Usa, Ibp. (2009) *Egypt Banking & Financial Market Handbook (World Strategic and Business Information Library)*. 6th edition. USA: International Business Publications.

Walker, George Alexander (2000). *A New Capital Adequacy Framework*. London: London Institute of International Banking, Finance, and Development Law.

Module Code: ECO305
Module Title: Economic Development
Credit: 3
Module Leader: Prof. Heba Helmy
Pre-requisite: ECO101 and ECO102

Aims

This module is designed to explore the existing and challenging subjects of economic development. The course focuses on the basic concepts of economic development, the development gap, measurement of income distribution and poverty, sources of finance and analyses some of the major development problems and policies.

Learning outcomes

Knowledge

On completion of this module, the successful student will be able to:

- Analyse the sources of economic development and long term growth (1)
- Evaluate the different theories and models of economic growth and development (2)
- Explore the major development problems, both domestic and international, which confront developing countries and the main policies adopted to confront these problems (3)

Skills

On completion of this module, the successful student will be able to:

- Link the theories of development and the realities of the LDCs (4)
- Criticise the development policies and theories (5)
- Interpret and analyse different raw data and development indicators (6)
- Work in groups (7)
- Expand verbal, research and presentation skills (8).

Syllabus

- Basic concepts of economic development
- Differences and commonalities among developing countries
- Theories of development
- Growth, poverty and income distribution
- Trade theory and development experience
- Balance of payments, developing-country debt and the macroeconomic stabilisation controversy
- Foreign finance, investment and aid.
- Critical issues for the 21st century

Learning, Teaching and Assessment Strategy

The module is taught using a mixture of lectures and tutorials. Lectures are designed to introduce students to core topics. Tutorials are designed to assist students with difficulties they confront in the course of their study or when conducting their researches.

Students are assessed through an unseen midterm and an unseen final exam [particular reference to outcomes 1 – 5]. Students are also expected to produce a group research paper at the end of the semester that would be suitable for presentation. The research paper will range between 4000 and 4500 words and must conform to accepted academic writing formats. Prior to the submission of the final research students will submit an outline (week 2) and a preliminary draft of their research (week 4) upon which they will receive the necessary feedback to pursue

their research. The list of topics for research will be provided to the students at the beginning of the semester and can vary every semester [particular reference to outcomes 1, 3, 4, 5, 6, 7 and 8].

Assessment Scheme

- Group project and presentation (40%) [outcomes 1, 3, 4, 5, 6, 7 and 8]
- An unseen midterm of 90 minutes (20%) and an unseen final exam of 3 hours (40%) [outcomes 1 – 5].

Assessment Weighting

- Coursework 40%
- Examination 60%

Learning materials

Essential:

Todaro, Michael & Smith, Steven (2014) *Economic Development*. 12th edition. London: Pearson Eddison Wesley.

Recommended:

Malecki, Edward. (1997) *Technology and Economic Development*. Harlow: Addison Wesley Longman.

Perkins, Dwight (et al). (2006) *Economics of Development*. 6th edition. New York: W.W. Norton and Company.

Thirlwall A. P. (2006) *Growth and Development with Special Reference to Developing Countries*. 8th edition. New York: Palgrave Macmillan.

Additional readings:

The Economist; The Wall Street Journal; The New York Times; The World Bank's World Development Indicators (annually); The UNDP Arab Human Development Report (annually); Economic Development (quarterly).

Module Code: ECO 306
Module Title: Public Finance
Credit: 3
Module Leader: Dr. Amal Soliman
Pre-requisite: ECO 101

Aims

This module is designed to introduce students to the theory and practice of economics of public policy and the economic basis of government economics. The module intends to provide the theory and foundation behind market failure, private and public goods, and externalities. Furthermore, the module aims to shed light on the basics of government finance, tax theory and tax policies as a tool for government intervention and to correct for market failures.

Learning outcomes

Knowledge

On completion of this module, the successful student will be able to:

- Explain the basic theory behind market failure, private vs. public goods, and externalities (1)
- Appraise the advantages and disadvantages of government intervention through fiscal policy (2)
- Analyse the basic theory behind taxation policies. (3)
-

Skills

This module will call for the successful student to demonstrate:

- Ability to analyse problems related to public finance and propose solutions (4)
- Presentation skills (5)
- Individual initiative and research skills (6).

Syllabus

- Basic principles of public finance
- Public goods
- Externalities
- Equity in the distribution of income
- Public expenditure
- Taxation and income distribution
- Taxation and efficiency
- Efficient and equitable taxation: optimal taxation
- Fiscal policy and stabilisation

Learning, Teaching and Assessment Strategy

Lectures will be used to introduce students to the main theoretical topics of the module. In-class discussions will be used to extend the scope of the lectures. Students are expected to engage in further readings on topics specified by the instructor, critically evaluate them and present their findings to class. They will also work for specified written assignments. Tutorials will address practical cases pertaining to the course and applications in addition to guidance on further readings.

Assessment Scheme

- Problem solving assignments comprising qualitative and quantitative questions such as problems and essay questions (20%) [outcomes: 1, 2, 3, 4]
- Book/article review (s) (20%) and presentation [outcomes 1, 2, 3, 4, 5, 6]
- An unseen mid-term exam of 90 minutes (20%) and an unseen final exam of 3 hours (40%) [outcomes 1, 2, 3, 4]

Assessment Weighting

- Coursework 40%
- Examination 60%

Learning materials

Essential:

Rosen, Harvey & Gayer, Ted. (2011) *Public Finance*. 9thedition. McGraw-Hill Irwin.

Recommended:

Hayman, David. (2007) *Public Finance*. 9thedition. South-western College Publications.

Musgrave, Richard and Musgrave, Peggy. (1989) *Public Finance in Theory and Practice*. McGraw Hill.

Seidman, Lawrence (2008) *Public Finance*. 1stedition. McGraw Hill.

Yescombe, E. R., (2007). *Public-Private Partnerships: Principles of Policy and Finance*. Butterworth-Heinemann

Module Code: ECO308
Module Title: Labour Economics
Credit: 3
Module Leader: Dr. Amr Edris
Pre-requisite: ECO101, ECO102

Aims

This module aims to provide students with the fundamental concepts of labour economics, labour supply and demand, labour quality, wage determination, choices for investing in human capital and the influence of government and labour unions on those choices. It also explores the basics on which labour policies are made under the influence of economic forces and to critically evaluate these policies with regard to wages, employment and mobility.

Learning outcomes

Knowledge

On completion of this module, the successful student will be able to:

- Evaluate labour economics concepts and principles (1)
- Integrate and apply labour economic concepts to real world problems and issues (2)

Skills

This module will call for the successful student to be able to:

- Analyse how wages are determined (3).
- Critically review labour economic problems and suggest ways to solve it (4)
- Demonstrate verbal, graphical, mathematical and other presentation skills (5)
- Develop individual initiative and research skills through the use of library and web-based resources (6)
- Be self-evaluating in performance and in learning (7)

Syllabus

- Participation rates: definitions and measurements
- Derived demand for labour
- The work-leisure model
- Applying and extending the model
- The allocation of time
- The human capital market
- On the job training
- Wage determination
- Government and the labour market
- Efficiency wage theories
- A model of the bargaining process
- The economic impact of unions
- Income taxation and the labour market
- The union wage advantage
- Employment and taxation

Learning, Teaching and Assessment Strategy

Lectures will be used to introduce students to the main theoretical topics of the module. In-class discussions will be used to extend the scope of the lectures. Students are expected to engage in further readings on topics specified by the instructor, critically evaluate them and present their findings to class. They will also work for specified written assignments. Tutorials will address practical cases pertaining to the course and applications in addition to guidance on further readings.

Assessment Scheme

- Problem solving assignments comprising quantitative and qualitative questions such as problems and essay questions to assess students understanding of the core topics (15%) [outcomes 1, 2, 3, 4]
- Book/article review (s) and presentation (25%) [outcomes 4, 5, 6, 7]
- An unseen mid-term exam of 90 minutes (20%) and an unseen final exam of 3 hours (40%) will require students to answer essay as well as problem solving questions [outcomes 1, 2, 3, 4].

Assessment Weighting

- Coursework 40%
- Examination 60%

Learning materials

Essential:

McConnell, C., Brue, S. & Macpherson, D. (2009). *Contemporary Labour Economics*. 9th edition. McGraw-Hill.

Recommended:

Borjas, George. (2009) *Labour Economics*. 5th edition. McGraw-Hill.

Ehrenberg, Ronald & Smith, Robert (2008) *Modern Labour Economics: Theory and Public Policy*. 10th edition. Addison Wesley.

ILO Reports and Periodicals.

Journal of Labour Economics

Module Code: ECO403
Module Title: International Trade
Credit: 3
Module Leader: Prof. Doaa Abdou
Pre-requisite: ECO301I, ECO302I

Aims

The aim of this module is to explore the theory and principles of international trade. It deals with trade theory explaining the basis and the gains from trade. Trade policy regarding the obstructions to the flow of trade is also discussed and analysed. International labour mobility and international capital flows are examined. The module also focuses on the measurement of a nation's balance of payments, foreign exchange markets, and exchange rate determination.

Learning outcomes

Knowledge

On completion of this module, the successful student will be able to:

- Analyse the sources of comparative advantage (1)
- Explain the concepts of national income accounting and balance of payments accounting practices. (2)
- Critically evaluate the various trade barriers and other international economic problems that international businesses must be prepared to address and manage (3)

Skills

This module will call for the successful student to demonstrate:

- Verbal and/or other presentation skills (4)
- Individual initiative and research skills. (5)
- Problem solving skills related to international economic problems (6)

Syllabus

- Fundamental concepts of international economics
- The classical trade theory
- Empirical testing and the modern trade theory
- Tariff and non-tariff trade policies
- Economic integration: customs unions and free trade areas
- International labour mobility
- International capital flows, foreign direct investment and multinational corporations
- Balance of payments accounting and classification
- The economic interpretation of the balance of payments
- Exchange rate concepts and the macro-economic framework for the exchange rate
- Exchange rate theory

Learning, Teaching and Assessment Strategy

Lectures will be used to introduce students to the main theoretical topics of the module. In-class discussions will be used to extend the scope of the lectures. Students are expected to engage in further readings on topics specified by the instructor, critically evaluate them and present their findings to class. They will also work for specified written assignments. Tutorials will address practical cases pertaining to the course and applications in addition to guidance on further readings.

Assessment scheme

- Problem solving assignments comprising quantitative and qualitative questions such as problems, essays and case study questions to assess students' understanding of the core topics (15%) [outcomes 1, 2, 3, 6]
- Book/ article review (s) and presentation (25%) [outcomes 3, 4, 5]
- An unseen mid-term exam of 90 minutes (20%) and an unseen final exam of 3 hours (40%) will require students to answer essay questions as well as problem solving questions [outcomes 1, 2, 3, 6]
-

Assessment Weighting

- Coursework 40%
- Examination 60%

Learning materials

Essential

Salvatore, Dominick. (2010) *International Economics*. 10th edition. John Wiley and Sons Inc.

Recommended:

Appleyard, Dennis and Field, Alfred. (2007) *International Economics*. 5th edition. Irwin McGraw-Hill.

Krugman, Paul and Obstfeld, Maurice. (2008) *International Economics, Theory and Policy*. 7th edition. Pearson.

Module Code: ECO 405 I
Module Title: Development of Economic Thought I
Credit: 3
Module Leader: Prof. Heba Helmy
Pre-requisite: ECO301I and ECO302I

Aims

This module is the first part of two twin modules focusing on the history and development of economic thought. The aim of this module is to explain and evaluate the evolution of economic thought starting from the Greek times till the mid-nineteenth century and the emergence of Marxist thought.

Learning outcomes

Knowledge

On the completion of this module, the successful student will be able to:

- Evaluate the evolution of economic theory (1)
- Appraise the roles and contributions of the different economists to economic theory during the period examined (2)
- Assess how political, ethical and socioeconomic situations have affected the evolution of economic theory and policy formulation (3)

Skills

This module will call for the successful student to:

- Evaluate and criticise different economic theories and models (4)
- Engage in research and acquire presentation skills (5).
- Engage in debates and controversies and acquire argumentation skills (6)
- Assess competing historical explanations (7)

Syllabus

- Greek and Roman economic thought
- Arab and Islamic economic thought
- Mercantilism
- Precursors of classical thought
- Physiocracy
- Classical economic thought
- Marxism and socialist economic thought

Learning, Teaching and Assessment Strategy

Teaching/learning approaches are integrated with assessment arrangements to facilitate student achievement of the learning outcomes identified for this module. Lectures will begin with reviewing what was last taken in the previous ones, will introduce the key features of the module to students and end with an open discussion around what was explained during that session. Students are required to participate in these discussions so as to take an active role in the learning process. Tutorials will be used by tutors to assist students especially on their research by providing students with feedback on their assessed work.

Learning is closely linked to assessment in a variety of ways. Students will be assessed through a midterm and a final exam [to assess outcomes 1, 2, 3 and 4] but will also be required to submit a term paper (week 8) on one of the assigned topics and to present it to their fellow students (week 11). Prior to the submission of the final project, students are to submit an outline (week 2) and a first draft (week 4) upon which they receive the necessary feedback. The group project -

which will range between 4000 and 4500 words - will examine the student's ability to synthesise ideas and think creatively [particular reference to outcomes 2, 3, 4, 5 and 7]. The project will be presented by the members of each group to their fellow students later in the semester [particular reference to outcomes 5 and 6].

Assessment Scheme

- Group project and presentation (40%) [outcomes 2, 3, 4, 5, 6 and 7]
- An unseen midterm exam (20%) and an unseen final exam (40%) [outcomes 1, 2, 3, 4]

Assessment Weighting

- Coursework 40%
- Examination 60%

Learning materials

Essential:

Stanley, B. and Randy G., D. (2013) *The Evolution of Economic Thought*. South Western.

Recommended:

Blaug, Mark. (1997) *Economic Theory in Retrospect*. 5th edition. London: Cambridge University Press.

Buchholz, T and Feldstein, M. (2007) *New Ideas from Dead Economists: An Introduction to Modern Economic Thought*. New York: Plume

Heilbroner, Robert. (1999) *The Worldly Philosophers: The Lives, Times and Ideas of the Great Economists*. Touchstone.

Hunt, E. K. (2002) *History of Economic Thought: A Critical Perspective*. 2nd edition. M. E. Sharpe

Joseph Schumpeter. (1996) *History of Economic Analysis*. Revised edition. Oxford: Oxford University Press.

Journals:

History of Political Economy.

Journal of Political Economy.

Journal of Economic Perspectives.

Economic Journal.

Module Code: ECO 405 II
Module Title: Development of Economic Thought II
Credit: 3
Module Leader: Prof. Heba Helmy
Pre-requisite: ECO405I

Aims

This module is the second part of two twin modules focusing on the history and development of economic thought. The aim of this module is to explain and evaluate the evolution of economic thought starting from the end of the first part module namely the emergence of Marxist thought till the contemporary developments in macroeconomics and microeconomics.

Learning outcomes

Knowledge

On the completion of this module, the successful student will be able to:

- Evaluate the evolution of economic theory (1)
- Appraise the roles and contributions of the different economists to economic theory during the period examined (2)
- Assess how political, ethical and socioeconomic situations have affected the evolution of economic theory and policy formulation (3)

Skills

This module will call for the successful student to:

- Evaluate and criticise different economic theories and models (4)
- Engage in research and acquire presentation skills (5).
- Engage in debates and controversies and acquire argumentation skills (6)
- Assess competing historical explanations (7)

Syllabus

- Neoclassical economic thought: the foundations of the marginalist school
- The transition to neoclassical economics: the marginalist analysis extended
- Alfred Marshall and neoclassical economics
- Institutional critics of neoclassical economics
- Austrian critics of neoclassical economics and the debate about socialism and capitalism
- The development of modern microeconomic theory
- The development of modern macroeconomic theory

Learning, Teaching and Assessment Strategy

Teaching/learning approaches are integrated with assessment arrangements to facilitate student achievement of the learning outcomes identified for this module. Lectures will begin with reviewing what was last taken in the previous ones, will introduce the key features of the module to students and end with an open discussion around what was explained during that session. Students are required to participate in these discussions so as to take an active role in the learning process. Tutorials will be used by tutors to assist students especially on their research by providing students with feedback on their assessed work.

Learning is closely linked to assessment in a variety of ways. Students will be assessed through a midterm and a final exam [to assess outcomes 1, 2, 3 and 4] but will also be required to submit a term paper (week 8) on one of the assigned topics and to present it to their fellow students (week 11). Prior to the submission of the final project, students are to submit an outline (week 2) and a first draft

(week 4) upon which they receive the necessary feedback. The group project - which will range between 4000 and 4500 words - will examine the student's ability to synthesise ideas and think creatively [particular reference to outcomes 2, 3, 4, 5 and 7]. The project will be presented by the members of each group to their fellow students later in the semester [particular reference to outcomes 5 and 6].

Assessment Scheme

- Group project and presentation (40%) [outcomes 2, 3, 4, 5, 6 and 7]
- An unseen midterm exam (20%) and an unseen final exam (40%) [outcomes 1, 2, 3, 4]

Assessment Weighting

- Coursework 40%
- Examination 60%

Essential:

Stanley, B. and Randy G., D. (2013) *The Evolution of Economic Thought*. South Western.

Recommended:

Blaug, Mark. (1997) *Economic Theory in Retrospect*. 5th edition. London: Cambridge University Press.

Buchholz, T and Feldstein, M. (2007) *New Ideas from Dead Economists: An Introduction to Modern Economic Thought*. New York: Plume

Heilbroner, Robert. (1999) *The Worldly Philosophers: The Lives, Times and Ideas of the Great Economists*. Touchstone.

Hunt, E. K. (2002) *History of Economic Thought: A Critical Perspective*. 2nd edition. M. E. Sharpe.

Joseph Schumpeter. (1996) *History of Economic Analysis*. Revised edition. Oxford: Oxford University Press.

Journals:

History of Political Economy.

Journal of Political Economy.

Journal of Economic Perspectives.

Economic Journal.

Module Code: ECO4071
Module Title: Economics of Egypt I
Credit: 3
Module Leader: Dr. Amal Soliman
Pre-requisite: ECO305

Aims

This module aims to explore the development of the economic history of Egypt since the mid-nineteenth century to the present in addition to examining the recent economic developments in the period beginning from Nasser until the present.

Learning outcomes

Knowledge

On completion of this module, the successful student will be able to:

- Analyse and evaluate the Egyptian economic systems in the past, present, and the future (1)
- Evaluate the different economic problems that faced the Egyptian Economy (2)

Skills

This module will call for the successful student to demonstrate:

- Capacity to use research techniques to collect and analyse data from various sources (3)
- Ability to construct arguments in a coherent manner (4).
- Verbal and presentation skills (5).
- Efficient oral and written communication (6).

Syllabus

- Historical background
- Egypt under Mohamed Ali
- Post Mohamed Ali era
- The economic situation under the British occupation
- The Egyptian economy during WWI
- Post WWI till the Great Depression
- The effect of the Great Depression on the Egyptian economy
- The state of the Egyptian economy during WWII
- Egypt under Nasser
- The Open Door policy
- The eighties: Economic slowdown
- External debt problem

Learning, Teaching and Assessment Strategy

The module is taught using lectures to introduce students to core topics. Each lecture will begin with reviewing what was last taken, and ends with an open discussion around what was explained during that session. Students are required to participate in these discussions, which encourages them to take an active role in learning process.

Students are expected to engage in further readings on topics specified by the instructor, critically evaluate them and present their findings to class [particular reference to outcomes 2, 3 and 6]. What is greatly encouraged during the learning process is to help students evaluate and criticise the different economic stages that

Egypt witnessed. Also, it is strongly emphasised to use the macro and micro tools learned before in this critical evaluation.

Assessment Scheme

- Book/ article review (s) and presentation (40%) [Outcomes 2, 3, 5 & 6].
- An unseen mid-term exam of 90 minutes (20%) and an unseen final exam of 3 hours (40%). [1, 2, 4 and 6]

Assessment Weighting

Coursework	40%
Examination	60%

Learning materials

The Instructor distributes at the beginning of the semester handouts that cover the whole curriculum of the course.

Additional readings

- Amin, Galal (1995) *Egypt's Economic Predicament*. Leiden: E.J. Brill.
- Amin, Galal. (2001) *Whatever Happened to the Egyptians?* Cairo: American University in Cairo Press.
- Amin, Galal. (2004) *Whatever Else Happened to the Egyptians?* Cairo: American University in Cairo Press.
- Cook, M.A. (2002) *Studies in the Economic History of the Middle East*. 1st edition RoutledgeCurzon
- Hansen, Bent and Radwan, Samir (1982). *Employment Opportunities and Equity in a Changing Economy: Egypt in the 1980s*. Geneva: ILO Publications.
- Ikram, Khaled. (2006) *Egyptian Economy 1952-2000, Performance, Policies and Issues*. NY: Routledge.
- Mabro, R. (1974) *The Egyptian Economy*. Geneva: ILO Publications,
- Mabro, R. and Radwan, S. (1976). *The Industrialization of Egypt: 1939-1973*. Oxford: Clarendon Press.
- Wahba, Mourad. (1994) *The Role of the State in the Egyptian Economy*. Cairo: Ithaca Press.
- The Economist, El-Ahram El-ektesadi.
- Various papers prepared by prominent economists will be assigned to students published by The Egyptian Center for Economic Studies, Working Papers and Publications.

Module Code: ECO 407 II
Module Title: Economics of Egypt II
Credit: 3
Module Leader: Dr. Amal Soliman
Pre-requisite: ECO 407I

Aims

This module aims to explore the development of the Egyptian economy in the last two decades beginning with the economic reform and structural adjustment program (ERSAP) in the 1990s until the recent challenges that are facing the Egyptian economy during the new millennium.

Learning outcomes

Knowledge

On completion of this module, the successful student will be able to:

- Analyse and evaluate the recent Egyptian economic challenges (1).
- Evaluate the different economic problems that faced the Egyptian Economy (2).

Skills

This module will call for the successful student to demonstrate:

- Capacity to use research techniques to collect and analyse data from various sources (3)
- Ability to construct arguments in a coherent manner (4).
- Verbal and presentation skills (5).
- Efficient communication in writing (6).

Syllabus

- The economic reform and structural adjustment program (ERSAP) with all its components
- Financial reform
- Privatisation
- Social fund for development (SFD)
- Industrial reform
- Agricultural reform
- Trade reform
- The new multilateral trade agreements
- Current problems such as unemployment and inflation.

Learning, Teaching and Assessment Strategy

The module is taught using lectures to introduce students to core topics. Each lecture will begin with reviewing what was last taken, and ends with an open discussion around what was explained during that session. Students are required to participate in these discussions, which encourages them to take an active role in the learning process.

Students will be required to work on an individual project on one of the topics specified by the instructor and present their findings to class [particular reference to outcomes 2, 3 & 6]. What is greatly encouraged during the learning process is to help them evaluate and criticise the different economic problems and challenges that

Egypt witnessed. Also, it is strongly emphasised to use the macro and micro tools learned before in this critical evaluation.

Assessment Scheme

- Individual project based on evaluating one of the main economic problems facing the Egyptian Economy (40%) [Outcomes 2, 3, 5 & 6].
- An unseen mid-term exam of 90 minutes (20%) and an unseen final exam of 3 hours (40%). [1, 2, 4 and 6]

Assessment Weighting

Coursework	40%
Examination	60%

Learning materials

The Instructor distributes at the beginning of the semester handouts that cover the whole curriculum of the course.

Additional readings

Amin, Galal (1995) *Egypt's Economic Predicament*. Leiden: E.J. Brill.

Amin, Galal. (2001) *Whatever Happened to the Egyptians?* Cairo: American University in Cairo Press.

Amin, Galal. (2004) *Whatever Else Happened to the Egyptians?* Cairo: American University in Cairo Press.

Cook, M.A. (2002) *Studies in the Economic History of the Middle East*. 1st edition RoutledgeCurzon

Hansen, Bent & Radwan, Samir (1982). *Employment Opportunities and Equity in a Changing Economy: Egypt in the 1980s*. Geneva: ILO Publications.

Ikram, Khaled. (2006) *Egyptian Economy 1952-2000, Performance, Policies and Issues*. NY: Routledge.

Mabro, R. (1974) *The Egyptian Economy*. Geneva: ILO Publications,

Mabro, R and Radwan, S. (1976). *The Industrialization of Egypt: 1939-1973*. Oxford: Clarendon Press.

Wahba, Mourad. (1994) *The Role of the State in the Egyptian Economy*. Cairo: Ithaca Press.

The Economist, El-Ahram El-ektesadi.

Various papers prepared by prominent economists will be assigned to students published by The Egyptian Center for Economic Studies, Working Papers and Publications.

Module Code: ECO 409
Module Title: Economic Planning and Project Evaluation
Credit: 3
Module Leader: Prof. Doaa Abdo
Pre-requisite: Eco 301I, Eco302I

Aims

This module aims to provide students with the basic tools for feasibility study preparation including pre-feasibility study, selection of project, financial analysis, and investment appraisal. It provides a brief coverage of the cost-benefit analysis used in evaluating public projects. It allows the students to utilise what they have learned in various courses such as Accounting, Economics, Finance, Marketing and Management, in the preparation of the feasibility study of projects.

Learning outcomes

Knowledge

On completion of this module, the successful student will be able to:

- Apply core economic theory and economic reasoning to applied topics (1)
- Discuss and analyse effect of government policy to real world problems and issues (2)

Skills

This module will call for the successful student to:

- Utilise analytical methods based on theory (3)
- Identify tacit assumptions and limitations of data and information (4)
- Organise project work from beginning to end, and manage time to achieve goals (5)
- Communicate effectively and clearly in written and oral formats (6)

Syllabus

- Investment Project Cycle and Types of Pre-Investment Studies
- The Feasibility Study: Market Analysis
- The Feasibility Study: Technical Analysis
- The Feasibility Study: Investment Appraisal and Financial Analysis

Learning, Teaching and Assessment Strategy

Lectures will be used to introduce students to the main theoretical topics of the module, including the key features of a feasibility study, and relate it to real life cases. In-class discussions will be used to extend the scope of the lectures by encouraging students to explore the issues and ideas raised by the instructor.

In addition to the final exam, students will also be assessed through a group project. Accordingly, they will submit a proposal which includes an outline, methodology, references, etc. Students must submit the initial draft for each phase of the project in the form of assignments to assure the fulfilling of the basic requirements for their project. After the submission of the final projects, students will be required to make presentations. Suggested topics include any planned project they wish to apply after their graduation [outcomes 4, 5, 6].

When students undertake project work, they will be supported by means of regular tutorials which will provide them with feedback on work in progress, and in-class presentations will involve the use of informal peer assessment.

Assessment Scheme

- Group project (40%). [outcomes 4, 5, 6]
- An unseen final exam of 3 hours (60%). [outcomes 1, 2, 3]

Assessment Weighting

Coursework	40%
Examination	60%

Learning materials

Essential:

Boandman Anthony, E. (2010) *Principles of Cost Benefit Analysis for Developing Countries*. Cambridge University Press

Recommended:

Behrens, W. & Hawranek, P.M. (1991) *Manual for the Preparation of Industrial Feasibility Studies*. Vienna: UNIDO

Tang, s. L. (2004) *Economic Feasibility of Projects: Managerial and Engineering Practice*. McGraw – Hill Book Company,

UNIDO (1979) *Guide to Practical Project Appraisal: Social Benefit Cost Analysis in Developing Countries*. New York: United Nations

Module Code: ECO 411
Module Title: Seminar Series: Contemporary Economic Issues
Credit: 3
Module Leader: Dr. Amr Edriss
Pre-requisite: ECO 301I, ECO 302I

Aims

The module aims to explore some of the important topics and issues in economics. Special attention will be paid to the effects of these issues on the Egyptian economy and the economies of LDCs especially during the recent period. Alternative economic solutions and remedies will be proposed.

Learning Outcomes

Knowledge

On completion of this module, the successful student will be able to:

- Analyse and evaluate advanced economic concepts and principles in different economic disciplines.(1)
- Evaluate current issues in economics (2)
- Propose alternative solutions to various economic problems and select the most appropriate and applicable (3).
- Employ and translate previously acquired macro and micro economic theories into feasibly applied economic policies (4)
-

Skills

This module will call for the successful student to:

- Use research techniques to collect and analyse data from various sources (5)
- Demonstrate presentation skills (6).
- Communicate efficiently in writing (7).
- Formulate a thesis topic and write a proposal (8).
- Locate and review economic literature that is relevant to the thesis (9).

Syllabus

Contemporary economic issues in various economic fields will be covered such as:

- International trade (e.g. trade agreements such as GAFTA, COMESA and AGADIR agreements).
- Financial economics (e.g. stock market, exchange rate, the recent financial crisis in the US)
- Development economics (e.g. poverty, education)
- Agricultural economics (e.g. the problem of food security)
- Economic reform programs
- Macroeconomic issues and vulnerabilities in the world economies (e.g. the construction boom, high oil prices, exchange rates, emerging market economies, elections and economic changes, turmoil in the Middle East, Chinese and Indian economies).

Learning, Teaching and Assessment Strategy

The module is taught using lectures to introduce students to how to go on analysing the core current economic topics [particular reference to outcomes 1 and 2].

In addition to the final exam, students are assessed through preparing and submitting an individual research paper, which will require further readings on topics related to the module. This will encourage them to take an active role in learning process [particular reference to outcomes 1, 2, 3 and 4]. What is greatly encouraged during this learning process is to help them evaluate and criticise the different economic policies and problems that the world economies are facing [particular reference to outcomes 2, 3, 5, 6, 8 and 9]. Also, what is strongly emphasised is the use of the macro and micro tools learned before in this critical evaluation [particular reference to outcome 4].

Assessment Scheme

- Individual project and presentation based on evaluating one of the main economic policies or problems facing any world economy (40%) [outcomes 2, 3, 5, 6, 7, 8 and 9].
- An unseen final exam of 3 hours (60%). [outcomes 1, 2, 3 and 4]

Assessment Weighting

Coursework 40%
Examination 60%

Learning materials

The Instructor distributes at the beginning of the semester handouts that cover the whole curriculum of the course.

Additional readings:

Kinderberger, Charles (2001). *Maniacs, Panics and Crashes: A History of Financial Crisis*. New York: John Wiley & Sons.

Noble, Gregory and Ravenhill, John (eds) (2000). *The Asian Financial Crisis & the Architecture of Global Finance*. Wiley & Sons.

Various papers prepared by prominent economists will be assigned to students published by:

- The Egyptian Center for Economic Studies, Working Papers and Publications
- IMF working papers.
- The Economist, The Wall Street Journal, The New York Times, The World Bank's World Development Report (annually), Middle East Journal.
- Journal of Economic perspectives.
- Oxford Review of Economic Policy.
- Journal of Economic Theory.
- Journal of Economic Literature.
- Central Bank of Egypt (CBE) Monthly Bulletin and Annual Report.
- United Nations Development Reports.

Module Code: ECO412
Module Title: Environmental Economics
Credit: 3
Module Leader: Prof. Doaa Abdo
Pre-requisite: Eco 3011, Eco 3021

Aims

This module aims to cover both theory and applications of the theory to current policy and economic issues. Fundamental issues are addressed such as the balance between the environmental quality that the society requires and related responsibilities and costs. It focuses on how environmental economic theory provides guidance to find solutions for serious environmental problems like global warming, ozone depletion, air and water pollution, etc.

Learning outcomes

Knowledge

On completion of this module, the successful student will be able to:

- Evaluate the costs and benefits of environmental pollution and abatement (1)
- Assess the economics of natural resources and the optimal management of both renewable and non-renewable resources (2)
- Examine the political economy of environmental regulation and natural resources management (3)
- Investigate for regulations that harness the incentives of markets, with special emphasis on marketable pollution allowances (4)

Skills

This module will call for the successful student to:

- Develop economic tools for valuing environmental damages and apply these tools to environmental decision-making (5)
- Collect, refine, and analyse critically economic data using tables and diagrammes (6)
- Conduct research on problems posed to the environment and natural resources (7)
- Propose and construct alternative solutions to these problems (8)
- Conduct economic research, write and present (9)

Syllabus

- Introduction to environmental and natural resource economics
- Principles of environmental policy
- Market failure and the need for environmental policy
- Instruments of environmental policy
- Pricing the environment: measurement and analysis of costs and benefits
- The political economy of environmental regulation and resource management
- Incentive regulation: marketable allowances and pollution taxes
- Global warming

Learning, Teaching and Assessment Strategy

The module is taught using a mixture of lectures and seminars to introduce students to the theoretical material and the various environmental policies and problems.

Students are expected to critically analyse certain case studies and engage in further readings related to environmental economics. Students will submit a critical analysis of their readings through book or article reviews, the findings of which will be presented to their fellow students later in the semester. Tutorials will address practical cases and applications pertaining to the module in addition to guidance on further readings.

Assessment Scheme

- Case study assignment (20%) to assess the students' ability to propose solutions to certain case studies [outcomes 1, 2, 3, 4]
- Book/article review(s) and presentation (20%) [outcomes 5, 6, 7, 8, 9]
- An unseen midterm of 90 minutes (20%), and an unseen final exam of 3 hours (40%) comprising essay questions and case studies [outcomes 1, 2, 3, 4].

Assessment Weighting

Coursework 40%

Examination 60%

Learning materials

Essential:

Perman, R. (2011) *Natural Resource & Environmental Economics*. 4th edition. New York: Addison-Wesley.

Recommended:

Besanko, D. and Braeutigam, R. (2007) *Microeconomics*. 3rd edition. NJ: Wiley

Frank, R. H. (2008) *Microeconomics and Behavior*. 7th edition. Boston: McGraw Hill-Irwin.

Hackett, Steven. (2006) *Environmental & Natural Resource Economics: Theory, Policy & the Sustainable Society*. New York: M.E. Sharpe Publishers.

Module Code: ECO 413
Module Title: Econometric Methods
Credit: 3
Module Leader: Dr. Amal Soliman
Pre-requisite: ECO 213, ECO 216

Aims

This module aims to utilise the application of statistics, especially the theory and practice of estimating economic relationships, regression analysis and problems encountered in estimating regression models.

Learning outcomes

Knowledge

On completion of this module, the successful student will be able to:

- Derive and prove some economic theories and equations (1)
- Solve regression equations (2).
- Apply econometric techniques to economic relationships (3).
- Analyse different economic problems and issues (4).
-

Skills

This module will call for the successful student to demonstrate:

- Ability to apply research skills to collect and analyse data from various sources (5).
- Capability to apply statistics and econometrics using micro-computers (6).
- Brainstorming, collective decision-making and group reasoning to set targets, propose remedies and construct economic plans (7)
- Verbal and presentation skills (8)

Syllabus

- Ordinary Least Squares (OLS)
- Properties of the Least Squares Estimators
- Gauss Markov Theorem
- Maximum Likelihood Estimation
- Multiple Regression Model
- Multicollinearity
- Heteroskedasticity
- Autocorrelation

Learning, Teaching and Assessment Strategy

The module is taught using lectures to introduce students to core topics. Each lecture will begin with reviewing what was last taken, and ends with an open discussion around what was explained during that session [particular reference to outcomes 1, 2, 3]

Through lab sessions, students will be trained to use an econometric modelling computer package to prepare a research during the second half of the semester in which they will apply what they have taken during the course. This encourages them to take an active role in learning process [particular reference to outcomes 3, 4, 5, 6, 7]. Students are expected to analyse and present their findings using the techniques studied in the course [particular reference to outcomes 4, 7 and 8]. This will help testing their analytical and critical skills. Students will also engage in further readings on topics related to their research.

Assessment Scheme

- Application of an econometric modelling computer package for statistical techniques and regression analysis to evaluate the relationships among some of economic variables and present the findings to class (40%) [Outcomes 3, 4, 5, 6, 7, 8]
- An unseen mid-term exam of 90 minutes (20%) and an unseen final exam of 3 hours (40%). [Outcomes 1 & 2]

Assessment Weighting

Coursework 40%

Examination 60%

Learning materials

Essential:

Damodar N Gujarati. (2009) Basic *Econometrics*. 5th edition. McGraw Hill.

Additional readings:

Kennedy, Peter. (2008) *A Guide to Econometrics*. 6th edition. Wiley-Blackwell
Econometrica.

Journal of Economic Letters.

Module Code: ECO415
Module Title: Middle East Economics
Credit: 3
Module Leader: Prof. Heba Helmy
Pre-requisite: ECO 305

Aims

This module has two aims; first, to appraise the patterns of economic development and the changing structures of the economies of the Middle East and North Africa region after World War II; second, to analyse the internal and external determinants of economic change in the Middle East and North Africa and examine their implications for development.

Learning outcomes

Knowledge

On completion of this module, the successful student will be able to:

- Evaluate the major theories and strategies of economic development and their application to the contemporary Middle East (1)
- Investigate the major problems and challenges facing economic growth and development in Middle Eastern countries after world war two (2)
- Analyse the implications of new and evolving political, economic and social forces on the economic performance of Middle Eastern countries (3)

Skills

On completion of this module, students will also be able to:

- Utilise the tools and procedures of country analysis and apply these tools on the contemporary conditions of the MENA region (4)
- Engage in extensive research after having acquired research skills (5)
- Engage in debates and group discussions on recent economic issues and problems facing the MENA region (6)
- Evaluate and criticise different economic policies adopted by policy makers in the MENA region (7)
- Develop team (group) working ability (8)
- Expand verbal and/or other presentation skills (9).

Syllabus

- Economic growth and structural transformation in Middle Eastern countries
- State structure and development policy
- The national resource base
- Oil supply, demand and economic rents
- The impact of demographic change
- The emergence of the public sector
- Remixing market and state: The Washington consensus and structural adjustment programs
- Poverty and the redistribution of income
- Regional economic integration and labour migration

Learning, Teaching and Assessment Strategy

The module is taught using a mixture of lectures and seminars. Lectures will introduce students to core topics while structured discussions conducted through seminars will enhance students' participation, help students refine their ideas and work constructively with feedback and peer assessment.

Assessment takes a number of forms. Students will take one formal exam in the course conducted at the end of the semester [special reference to outcomes 1, 2, 3 and 7]. Students are also expected to produce an individual case study of a Middle Eastern country (1500 words) and a group project (4000 – 4500 words). The list of topics for the project will be provided to the students at the beginning of the semester and will vary every semester. Both the case study and the project must conform to academic writing formats [special reference to outcomes 4, 5, 7 and 8]; the findings of both researches would be presented to the class [outcomes 6, 7, 8, 9]. Structured discussions following the presentations will help students to refine their ideas and enhance their knowledge about the presented issues.

Assessment Scheme

- Unseen final exam (60%) [outcomes 1, 2, 3 and 7]
- Individual case study (1500 words) in week 3 (15%) and presentation [outcomes 4, 5, 6, 7, 8 and 9]
- Group project (4000 – 4500 words) in weeks 12 – 15 (25%) and presentation [outcomes 4, 5, 6, 7, 8 and 9].

Assessment Weighting

Coursework 40%

Examination 60%

Learning materials

Essential:

Richards, Alan and Waterbury, John. (2013) *A Political Economy of the Middle East*. 3rd edition. Westview Press.

Recommended:

El-Ghonemy, M.Riad. (1998) *Affluence and Poverty in the Middle East*. London: Routledge.

Owen, Roger and Pamuk, Sevket. (1998) *A History of the Middle East in the Twentieth Century*. London: IB Tauris Publishers.

Wilson, Rodney. (1995) *Economic Development in the Middle East*. London: Routledge.

Todaro, Michael & Smith, Stephen (2009) *Economic Development*. 10th edition. Addison Wesley.

Shafik, Nemat. (1998) *Prospects for Middle Eastern and North African Economies*. London: Macmillan Press.

The Economist, The Wall Street Journal, The New York Times, The World Bank's World Development Indicators (annually), The UNDP Arab Human Development Report (annually). Various publications of the Economic Research Forum for the Arab Countries, Turkey and Iran (ERF).

Module Code: ENG 101
Module Title: English for Academic Writing Purposes
Credit : 4
Module Leader: Samah EIRefaae
Pre-requisite: Passing a placement admission test

Aims:

This course is geared towards helping students in effectively writing academic essays and avoiding common errors in writing. In addition, reading passages are used as a means of teaching students reading comprehension, style and organization of writing, summary writing and understanding vocabulary from context.

Learning Outcomes:

Knowledge:

At the end of this module students will be able to

- demonstrate clear knowledge of different essay structures and outlines (1)
- demonstrate awareness of the reader, appropriate organization, correct use of punctuation, style and coherence (2)
- analyze and critique the style and organization of different texts (3)
- demonstrate an understanding of vocabulary from context (4)

Skills:

At the end of this module students will be able to:

- Write effective five-paragraph essays (5)
- Apply multi-draft writing which involves revision and editing of their essays (6)
- Correct their earlier drafts using the feedback and the correction codes provided by the instructors (7)
- Master writing effective summaries focusing on main ideas (8)

Syllabus:

- Structure of an essay outline
- Developing an introduction: Topic sentence
- Developing an introduction: thesis statement
- Describing a person
- Describing a place
- Narrative writing
- Time expressions
- Introducing comparison/contrast essays: block arrangement
- Comparison/contrast essay: point by point arrangement
- Cause and effect essays
- Argumentative essays
- Skimming and scanning
- Sentence Types: Simple, Compound, Complex & Complex-compound Sentences
- Avoiding run on sentences and comma splice
- Subject-verb agreement
- Parallelism
- Punctuation of adjective clauses
- Language Focus: word formation
- Editing
- Writing summaries

Learning, Teaching and Assessment Strategies

Interactive formal lectures (4.5 hours) are used to introduce the students to key concepts, and models. The lectures focus on specific examples that are used to clarify the different topics in Strategic Management with emphasis placed on certain Egyptian industries and firms. The tutorials are led by students in which they apply the different phases of the Strategic Management Process on real life examples. The students also debate the position of certain companies in a particular industry, or they analyze situations and use them to develop strategic alternatives. The students will make both formal and informal presentations of their work. There will also be mini-cases that the students will discuss among themselves and with the tutor.

Assessment Scheme:

Assessment takes a number of forms:

- Students sit a midterm unseen exam of 90 minutes – with an essay, a summary, a reading comprehension and editing exercises. (1,2,3,4,5,6,8)
- Students sit a final unseen exam of 3 hours - with an essay, a summary, a reading comprehension and editing exercises. (1,2,3,4,5,6,8)
- Students present a portfolio compiling all the essays they had written throughout the semester with their different drafts. (3,6,7)

Assessment Weighing:

Attendance and Participation (assignment discussion)	10%
Tests	10%
Portfolio	20%
Mid-term Examination	20%
Final Examination	40%

Learning Materials:

Essential:

Mary R. Colonna & Judith E. Gilbert. *Reason to Write*. (Intermediate) UK.:Oxford Univ.Press, 2006

Recommended Useful Tools :

www.eslcafe.com

www.geocities.com/SoHo/Atrium

www.204.pair.com/ebaack

www.io.com

<http://owl.english.purdue.edu/>

www.better.english.com

www.eviews.net/references.html

www.ohiou.edu/esl/english/index.html

Module Code	ENG 102/126/236
Module Title	English for Technical Writing and Study Skills
Credit	4
Module Leader	Marian Youssef
Pre-requisite	Eng 101

Aims:

This module helps students acquire study skills that would facilitate any research process. It also builds skills in different types of technical business writing, such as reports, business letters, memos, faxes, e-mails and curriculum vitae. This module also helps students acquire presentation skills through presenting their own reports.

Learning Outcomes:

Knowledge:

At the end of this module students will:

- recognize the importance of business communication skills and will be able to distinguish between different communication means in business (1)
- analyze the texts they need to incorporate in their reports (2)
- identify graphical, visual and statistical information (3)

Skills:

At the end of this module students will be able to:

- paraphrase, summarize and analyze the texts they need to incorporate in their reports. (4)
- write clear and effective curriculum vitae, business letters, faxes, e-mails and memos. (5)
- design and administer questionnaires (6)
- analyze the quantitative and qualitative data obtained from the questionnaires. (7)
- integrate graphical, visual and statistical information into their reports. (8)
- produce a report with an outline and a simplified "References" page (9)
- present their reports using slides or computer software.(10)

Syllabus:

- Different business communication types
- Collecting data through diverse resources and field work
- Writing questionnaires and collecting data
- Incorporating data and analyzing it in a professional report
- Using APA style to document information from resources
- Presentations

Learning, Teaching and Assessment Strategies:

Interactive formal lectures (4.5 hours) are used to deliver theoretical and practical aspects of the writing skills and introducing ideal as well as faulty models for students to compare, analyse and identify mistakes. Students choose a problem to write about in their reports and collect data from different library and internet resources and document them applying the APA style of documentation. Students are trained to prepare questionnaires that they distribute and collect from respondents as part of their field work. Students also conduct interviews. Students analyse their graph

representation of data and incorporate it in coherent logical arguments to reach particular solutions for the problem studied. Students make individual class presentations of their work.

Assessment Scheme:

Assessment is based on:

- Written quizzes (1,3,4,5)
- Students sit a midterm unseen exam of 90 minutes – with short answer questions and several technical writing tasks. (1,3,4,5)
- Students sit a final unseen exam of 3 hours – with short answer questions and several technical writing tasks. (1,3,4,5)
- Students individually produce a report about a current problem or issue. Their reports should incorporate background information about the problem and the results of a questionnaire they had designed and administered. They submit a 2000 word report. (2,6,7,8,9)
- A presentation of their reports is also required.(10)

Assessment Weighing:

Attendance and Participation (assignment discussion)	10%
Tests	10%
Report	20%
Mid-term Examination	20%
Final Examination	40%

Learning Material:

Essential:

Shirley Taylor. *Communication for Business: A Practical Approach*. 4th ed. Longman, 2005.

Recommended:

Useful Tools:

Useful links for business and report writing:

www.devry-phx.edu/lrnresrc/dowsc/

owl.english.purdue.edu/

www.io.com

www.better.english.com

Module Code	Eng 201/246
Module Title	English for Research Purposes
Credit	4
Module Leader	Dr Gomaa Mesbah
Pre-requisite	Eng 102/236

Aims:

This module emphasizes research skills necessary for writing research papers. The module introduces the different research methods to students, in order to adopt one or more of them for different research purposes. Students are exposed to intensive writing practice with a thorough guidance on using references and citing sources.

Learning Outcomes

Knowledge:

At the end of this module students will be able to

- identify and use different library classification systems and card catalogue (1)
- evaluate resources on a chosen topic (2)
- analyze different texts and resources to identify thesis statements, hypothesis, methods of research and developmental functions in those texts (3)
- identify fallacies in the texts they analyze (4)
- recognize importance of documentation and means of avoiding plagiarism (5)

Skills:

At the end of this module students will be able to:

- write outlines and document summaries, quotations and paraphrases (6)
- develop logical arguments based on thesis statement and hypothesis (7)
- write a research paper using one or more of the research methods and correct in-text citations according to the APA style. (8)
- prepare a complete 'References' page prepared according to the APA style.(9)
- avoid fallacious arguments in their researches. (10)
- present their papers using slides or computer software.(11)

Syllabus

- Using library catalogues and internet to find resources on a chosen topic of research
- Evaluating resources and using annotated bibliography cards
- Different methods of research
- Documentation: In-text Citation according to APA style
- Fallacies
- Documentation: References page according to APA style

Learning, Teaching and Assessment Strategies:

Interactive formal lectures (4.5 hours) are used to deliver theoretical and practical aspects of the writing skills, visits to the library, introducing different research resources. Different methods of research are introduced in power point presentations. Students choose a topic to write about in their researches and collect data from different library and internet resources and document them applying the APA style of documentation. Parts of the process of writing are conducted in class to

have students practice the use of note cards, which they order at the end according to their individual research outlines.

Assessment Scheme:

Assessment takes different forms:

- Students sit a midterm unseen exam of 90 minutes – with short answer questions and several writing tasks. (1,3,6)
- Students sit a final unseen exam of 3 hours – with short answer questions and several writing tasks. (3,4,5,6,7)
- Students produce a research paper that incorporates and integrates information from different sources. They must demonstrate an understanding of the topic they select, and develop a logical argument. Their paper should follow correct research skills and documentation skills such as in-text citation and references page. They submit a 4000 to 6000 word paper. A presentation of their papers is also required. (2,6,7,8,9,10,11)

Assessment Weighing:

Attendance and Session Work:	10%
Research Paper:	30%
Mid-term Examination	20%
Final Examination	40%

Learning Materials:

Essential:

James Lester. *Writing Research Papers*. 12th ed. Pearson, Longman, 2007

Recommended:

Useful Tools:

Internet search engines:

www.yahoo.com

www.google.com

www.altavista.com

www.ipl.org

Useful links for research writing:

<http://www.devry-phx.edu/lrnresrc/dowsc/>

<http://owl.english.purdue.edu/>

Module Code	FAC101
Module Title	Essentials of Accounting I
Credit	3
Module Leader	Dr. Wafaa Ramzy
Pre-requisite	None

Aims

This module is designed to introduce students to financial accounting as the main source of financial information required for decision making process. It helps students to understand the basic concepts, principles, and fundamentals of the accounting cycle of services and merchandising businesses.

Learning Outcomes

Knowledge

After completing this module, the successful student will be able to:

- Identify the importance, and fundamentals of financial accounting, and its basic concepts and principles.(1)
- Recognise the elements of the financial statements.(2)
- Understand and apply the steps of the accounting cycle.(3)
- Prepare end of period adjusting entries and the financial statements of service and merchandising businesses.(4)
- State the effect of different inventory valuation methods and depreciation methods on financial statements. (5)

Skills

After completing this module, the successful student will be able to:

- Improve numerical and analytical skills.(6)
- Analyze, record, post business transactions, prepare trial balance, adjusting entries and financial statements.(7)

Syllabus

- Accounting as a business tool in the information age. Basic concepts, principles, and fundamentals of accounting.
- Analyzing and recording transactions.
- Adjusting accounts and preparing financial statements.
- Completing the accounting cycle.
- Accounting for merchandising operations.
- Inventories
- Accounting for property, plant and equipment (fixed assets).

Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main concepts of the module. In-class discussions will be used to extend the scope of the lectures by encouraging students to explore the issues and ideas raised by the lecturer. Seminars will be used to solve problems to practice recording different phases of the accounting cycle. Students are expected to solve problems on a regular basis, as specified by the tutor. Some of these problems will be submitted as assignments either for formative or summative assessment.

Written tests and unseen exams will be used to assess the students' understanding of the accounting conceptual framework and its practical application on accounting for a sole proprietorship.

Assessment Scheme

Formative Components

- A Written test is used to prepare the students for the unseen exams
- Tutorial exercises

Summative Components

- 2 Written tests are used to assess students' understanding of core topics (20%) (to assess 1-5, 7) **Week 3 and Week 10**
- Written assignments based on problem solving (10%).(to assess 1-7) **Week 2, 4, 6, 9, 11**
- Attendance, class participation and group discussions (10%) (to assess 5, 6, and 7)
- An unseen mid-term exam (20%) of 90 minutes and an unseen final exam (40%) of 3 hours will require students to answer questions (Multiple choice, and problem solving) on core theoretical and practical issues. .(to assess 1-5, 7) **Exam Schedule**

Assessment Weighting

Coursework	40%
Exams	60%

Learning Materials

Reference text

- Wild, J., Larson, K., & Chiappetta, B. (2013) *Fundamental accounting principles*. New York: McGraw – Hill.

Recommended

- Keiso, D., Weygandt, J., & Warfield, T. (2007) *Intermediate accounting*. Hoboken, NJ: Wiley & Son.
- Meigs, R., & Meigs, W. (1990) *Accounting - the basis for business decisions*. New York: McGraw- Hill.
- Needles, B., Powers, M., Mills, S., & Anderson, H. (1999) *Principles of accounting*. Boston, New York: Houghton Mifflin Company.

Module Code	FAC 210
Module Title	Financial Management I
Credit	3
Module leader	Dr. Hatem El Banna
Pre-requisite	FAC 101

Aims

The purpose of this module is to enable participants to have a basic understanding of financial management for decision making purposes. The course introduces the foundational concepts of financial management such as financial statement analysis, time value of money, stock and bond valuation, and capital budgeting techniques.

Learning outcomes

Knowledge

After completing this module, the successful student will be able to:

- Analyse financial statements and derive conclusions to evaluate the performance of the company (1)
- Prepare financial projections for the company's expected performance, based on the data attained from the analysis (2)
- Prepare cash budgets and cash flow statement, and free cash flow statement. (3)
- Comprehend the fundamental concept of time value of money and apply it in different financial perspectives. (4)
- Valuation of assets. (5)
- Valuation of bonds. (6)
- Evaluate projects based on pay back period, net present value, and internal rate of return. (7)

Skills

After completing this module, the successful student will be able to:

- Analyse financial statements (8)
- Critically evaluate and select between different projects (9)
- Demonstrate team working ability (10)

Syllabus

- Financial statement analysis
- Cash budgeting
- Pro-forma financial statements
- Free cash flows
- Time value of money
- Bond valuation
- Capital budgeting techniques

Learning, Teaching and Assessment Strategy

Lectures will be used to introduce students to the main theoretical and practical topics in managerial finance. In-class discussions will be used to extend the scope of the lectures. Students will be asked to prepare a valuation report for a company to practice most of the concepts introduced in the course. Tutorials will address practical cases pertaining the course and applications, in addition to further reading and problems solving.

Assessment Scheme

Formative Components

- Written tests are used to prepare the students for the unseen exams
- Tutorial exercises
- Feedback on a draft for the group report

Summative Components

- Students are expected to submit a valuation report based on a company, where they analyse the financial statements of the company, and use this analysis to prepare pro-forma financial statements and compute the free cash flow. Then, students will discount these free cash flows to obtain a value for the company. Furthermore they will be asked to apply the capital budgeting techniques. Students will work in groups of two. Students will be asked to present their work in a report that will be based on the analysis of financial statement. (30%). [outcomes: 1,2,3,4,5,7,8,11,12] **Week 11**
- Mid-term exam: one hour and a half that consists of testing the theoretical and practical elements of the module (20%). [Outcomes: 1,2,3,8] **Exam Schedule**
- Final Exam: three hours that consists of testing the theoretical and practical elements of the module (40%). [Outcomes: 4,5,6,7,9,10] **Exam Schedule**
- Attendance, participation and assignments (10%).

Assessment Weighting

Course Work	40%
Exams	60%

Learning materials

Essential

- Gitman, L. (2008) *Principals of Managerial Finance*. 12th edition. New York. Addison Wesley, Besely.

Recommended

- The journal of Finance

Module Code	FAC 211
Module Title	Financial Management II
Credit	3
Module leader	Dr. Hatem El Banna
Pre-requisite	FAC 210

Aims

This module aims to provide students with the financial managements tools and technique. Financial management involves the process of acquiring and using funds to meet the firms objectives. Financial management activities include identifying a business' strengths and weaknesses, evaluating investment opportunities, forecasting future funding needs and making investment decisions.

Learning outcomes

Knowledge

On completion of this module, the successful student will be able to:

- Evaluate and assess risk and return. (1)
- Value stock according to different models (2)
- Value different types of bonds. (3)
- Assess different methods of acquisition of funds. (4)
- Measure different types of leverage (5)
- Analyse different funding opportunities. (6)
- Calculate and interpret cost of capital (7)
- Evaluate different dividend policies (8)

Skills

This module will call for the successful student to demonstrate:

- Ability to quantify risk and return (10)
- Ability to take decision based on quantitative analysis to financial issues (11)
- Identify and choose between the financing options (12)

Syllabus

- Risk and return
- Stock Valuation
- Bond Valuation
- Cost of Capital
- Leverage and capital structure
- Dividend policy
- Hybrid Securities

Learning, Teaching and Assessment Strategy

Lectures will be used to introduce students to the main theoretical topics of the module. In-class discussions will be used to extend the scope of the lectures by encouraging students to explore the issues and ideas raised by the lecturer. Seminars will be used to enable students to apply concepts to real world situations. Students are expected to do additional reading and research on specific topics. Student will do an analysis of a case study and present it in class for discussion.

Assessment Scheme

Formative Components

- Problem solving

Summative Components

- Exams (mid-term and final) are designed to test the theoretical and practical concepts presented in the module (60%) [outcome:1-12] **Exam Schedule**
- Tests 20% and assignments 20%

Assessment Weighting

Course work	40%
Exam	60%

Learning Materials

Essential:

- Gitman, L. (2013) *Principals of Managerial Finance*. Arab Edition

Recommended:

- The Journal of Finance.

Module Code	MGT200
Module Title	Introductory Management
Credit	3
Module Leader	Dr. Emad Elwy
Pre-requisite	

Aims

This module aims to provide students with a solid grounding in the core concepts and functions of management. It also enables students to develop their practical skills in the study of real world management practice. It also gives students an appreciation of the field of management studies.

Learning Outcomes

Knowledge

After completing this module, the successful student will be able to:

- Explain in a discursive form the basic functions of management. (1)
- Distinguish between different elements of organizational environment. (2)
- Understand the rationale for the manager's decision making process. (3)
- Appreciate the contribution of different management schools of thought to the science of management. (4)
- Identify new trends in different management functions. (5)

Skills

After completing this module, the successful student will be able to:

- Apply SWOT analysis to an organization. (6)
- Develop alternative solutions to specific managerial problems. (7)
- Present an analysis of a case study using appropriate tools. (8)
- Practice working as a team to present research work. (9)

Syllabus

- Basic managerial functions: planning, organizing, leading and controlling
- Different approaches to management: past and present.
- Managing in a global environment.
- The business environment
- Organization strategies through the use of SWOT analysis.
- The manager as a decision maker

Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main theoretical topics of the module. In-class discussions will be used to extend the scope of the lectures by encouraging students to explore the issues and ideas raised by the lecturer. Seminars will be used to enable students to apply management concepts to real world situations. Students are expected to carry out independent study on a regular basis, as specified by the tutor. This might include further readings; it might also require work for specified written assignments. When students undertake project work, they will be supported by means of regular tutorials which will provide them with feedback on work in progress, and in-class presentations will involve the use of informal peer assessment.

Assessment Scheme

Written tests and unseen exams will be used to assess the students' understanding of the theoretical frameworks and their practical application.

A written report and its presentation will be used to assess the student's abilities to recognize various managerial practices.

- Written tests are used to assess students' understanding of core topics (20%) (outcomes 1-5)
- Written report (2000 words) and presentation based on a SWOT analysis (12% for report, 3% for presentation). Students will be provided with written and oral feedback on first drafts of reports. (outcomes 6,9)
- Brief written assignments based on case studies (10%).(outcomes 7, 8)
- An unseen mid-term exam (20%) of 90 minutes and an unseen final exam (40%) of 3 hours will require students to answer questions (Multiple choice, and essays answers) on core theoretical issues. (outcomes 1-5)

Assessment Weighting

Coursework	40%
Exams	60%

Learning Materials

Essential

Robbins, Stephen, P. & Coulter, M. (2014). Management. New Jersey: Prentice Hall.

Recommended

Cole, G.A. (2005). Management Theory and Practice. Boston: Thomson.

Daft, Richard L. (2006). The New Era of Management. USA: Thomson/ South-western.

Schermerhorn, John R. (2006). Management. N.J.: John Wiley & Sons.

University Web-site, including: seminar activities, review questions, lecture notes and slides.

Module Code	MKT201
Module Title	Principles of Marketing
Credit	3
Module Leader	Prof. El Sayed Nagy
Pre-requisite	Bus 102

Aims

This general course aims to provide students with the fundamentals of marketing, as a first step to pursue other advanced marketing courses. It is offered to all students in the faculty (not only marketing major students). It aims to introduce the students to the elements of marketing mix, studying their nature, most popular forms or practices that exist in the market. Students will be introduced to the role of customer and the importance of customer satisfaction. The module introduces the process of market segmentation, targeting, positioning and some patterns of consumer behaviour.

Learning Outcomes

Knowledge

On completing this module, the successful student will be able to:

- Understand the concepts, and principles of marketing in their different contexts.(1)
- Identify the elements of the marketing mix, and relate them to real life situations.(2)
- Recognize the importance of the micro and macro- environmental and its influences on the marketing function. (3)

Skills

On successful completion of this module, the student will be able to:

- Conduct a simple practical marketing assignment constituting analyzing an existing small, local business and applying theoretical knowledge to its different marketing activities, and providing recommendations on improvement. (4)
- Relate the different mix elements together and the concepts of consumer buying behaviour. (5)
- Give an oral presentation. (6)

Syllabus

- Introduction to marketing: including basic marketing definitions and concepts, the development of marketing thinking supported by concept of "Customer" and customer relationship management, different types of customer groups, and methods of customer satisfaction including quality issues.
- Elements of the marketing mix including;
 - Product: differences between goods and services, in addition to classification of products and the product life cycle.
 - Price: different methods of pricing and matching them to other elements.

- Place : identification of different channels of distribution categories and channel member relationships
- Promotion: as part of integrated marketing communication systems (IMC) including different practices in advertising, public relations and sales promotion, personal selling and direct marketing.
- The marketing environment: influence of micro and macro forces on marketing functions
- Market segmentation, targeting and positioning.
- Introduction to consumer buying behaviour.

Learning, Teaching and Assessment Strategies

This course will be taught through lectures and class discussions. Prior reading of topics is encouraged, though not mandatory. Discussion during lectures involves ongoing pop questions, and requirement of feedback from students for instant and ongoing assessment of understanding (to assess outcomes 5,6). Students will be encouraged to reflect on subjects discussed and provide examples and personal experience relating to them. Case discussion will be in Seminars with teaching assistants, which allows personal expression and creativity -at the students' end- and prepares them for final project. Written tests will be delivered through the semester to test validity of learning outcome using a variety of questions as MCQs, T/F, or short essays. (to assess 1,2,3, and 5) A field work project will be assigned to students, concluded by a class presentation. (to assess 4 , 5, and6)

They will be required to visit and obtain information from a small or medium sized Egyptian organisation, and apply their academic knowledge on its actual practices. The main focus is on analyzing marketing mix elements. All project members are assessed individually on all aspects of the presentation to ensure their total involvement.

Assessment Scheme

Assessment takes a number of forms:

- Written tests are used to assess students understanding of core topics (15%) (to assess 1, 2 and 3)
- Project (to assess 4,5,6) 25%
- Unseen final exam of 3 hours (60%) will require students to answer questions (MCQ, essays and short notes) on core concepts and theoretical issues (to assess 1, 2,3 and 5)

Formative feedback is provided to the students on their work during the seminars on their project work.

Assessment Weighting

Course work	40%
Exams	60%

Learning Materials

Essential:

- Kotler, P., & Armstrong, G., (2008). *Principles of Marketing*, New Jersey: Pearson Prentice Hall.

Recommended:

- Pride, W., & Ferrell, O. (2007). *Marketing concepts and strategies*, Boston: Houghton Mifflin Company.
- Griffin, J. (2002). *Customer loyalty, how to earn it, how to keep it*. England: John Wiley & Sons.
- Journal of the Academy of Marketing Sciences

Module Code	MTH112
Module Title	Basic Mathematics for Social Sciences
Credit	3
Module Leader	Prof. Adel Hamdy
Pre-requisite	

Aims

This module aims to introduce students to the basic mathematical concepts needed to pursue careers in business; economics; management; finance and investment. It also aims to enable students to develop their mathematical skills needed to enhance their chances for understanding real world problems. More over it aims to help students to appreciate the importance of integrating mathematics and computers in both required and elective courses within their programs

Learning Outcomes

Knowledge

On successful completion of this module, the student will be able to:

- Formulate systems of linear equations which describe real world problems. (1)
- Use matrix algebra to add/subtract and multiply matrices. (2)
- Solve systems of linear equations using matrices. (3)
- Identify and formulate a linear programming problem as well as solving it graphically in case of two variables. (4)
- Recognize the different types of financial mathematics problems and solve them to evaluate investment and borrowing decisions. (5)

Skills

On successful completion of this module, the student will be able to:

- Apply matrix algebra in formulating and solving real world problems. (6)
- Demonstrate the ability of using mathematical computer tools to solve large scale problems. (7)
- Work in a team and present a professionally written report showing the results of solving a case study in a form of a mini project. (8)

Syllabus

- Formulating and solving systems of linear equations.
- Matrix Algebra: types of matrices; matrix operations; the determinant and the inverse of a matrix; solution of systems of linear equations using matrices; selected applications and the use of computer tools to solve larger scale problems.
- Linear programming: graphical solution; structure and formulation of linear programming applications.
- Mathematics of Finance: simple and compound interest; single payment computations; annuities: their future and their present values.

Learning, Teaching and Assessment Strategies

Formal interactive lectures led by the instructor are used to present the material essential to the proper understanding of the main topics of the module to the students. Practical examples as well as selected case studies are used to further enrich the students understanding of the basic mathematical concepts learned to try to relate the theory to the practice.

In addition to the lectures, regular tutorials are also held under the supervision of the tutor. Those tutorials are devoted to problem solving, and discussion of case studies. The assessment of this module includes a number of components that will test the knowledge and skills of the students. Written tests which may comprise true/false statements and problems to assess students' acquisition of factual knowledge; homework assignments will assess students' abilities to conduct the basic mathematical techniques learned along the course, a written report for a mini project case study which uses computer tools to solve large scale problems, and to sit for written exams.

Assessment Scheme

Formative assessment is provided to the students on their work during the tutorials and on their project work both during lecture time and office hours.

Assessment consists of a number of components that are chosen in order to ensure that the students demonstrate their understanding of the concepts and techniques discussed in the lectures and tutorials.

- Homework Assignments- Selected problems. (10%) to assess (1, 2,3,4,5 and 6)
- A written report on using computer tools to solve a large scale case study. (5%) to assess (7 and 8)
- Written tests (15%) to assess (1, 2 and 3)
- Class participation and attendance (10%) to assess (6 and 7)
- Midterm Exam – One hour and a half that consists of definitions, true/ false statements and problem solving (20%) to assess (1, 2 and 3)
- Final Exam – Three hours exam that consists of true/ false statements and problem solving (40%) to assess (3, 4 and 5)

Assessment Weighting

Course work	40%
Exams	60%

Learning Materials

Essential:

Budnick, F. (1993). *Applied Mathematics for business, economics, and the social sciences*, New York: MCGRAW-HILL.

Recommended

Sullivan, M., & Mizrahi, A., (2004). *Mathematics, an applied approach*, New Jersey: John Wiley and Sons.

Module Code: PSC200
Module Title: Introduction to Political Science
Credit: 3
Module Leader: Dr. Nihal El-Shimy
Pre-requisite: ENG201

Aims

This module aims to introduce students to the field of political science and the basic political concepts as well as the major political assumptions underpinning political systems and practices. It also aims to study and analyse political theories in order to understand current global events.

Learning outcomes

Knowledge

On completion of this module, the successful student will be able to:

- Differentiate between eastern and western notions of political systems. (1)
- Identify current global political events. (2)
- Compare and contrast between the different political systems. (3)
- Present and maybe defend a personal evaluation of the significance of political science in the globalisation era. (4).

Skills

This module will call for the successful student to demonstrate:

- Team (group) working ability (5)
- Verbal and/or other presentation skills (6)
- Individual initiative and research skills (7)
- Capacity to be self-evaluating in performance and in learning (8).

Syllabus

- A Science of Politics
- Nations, States and Governments
- Democracy, Totalitarianism and Authoritarianism
- The Global System
- Political Economy and the integration of economics and politics

Learning, Teaching and Assessment Strategy:

Teaching/learning approaches are integrated with assessment arrangements to facilitate student achievement of the learning outcomes identified for this module. Lectures will introduce the key features of politics to students, will relate these to relevant current events, will open up associated issues, and will invite student questions and debate. An individual assessed essay (1500 words – 1700 words in week 3) will provide early formative feedback to students.

In the first three weeks student groups (2-3 persons) will be required to negotiate topics in discussion with the tutor that will then be the basis for group presentations in later weeks and which will provide appropriate coverage of the module's main themes. These seminar presentations will feature both tutor and peer assessment [particular reference to outcomes 2, 3, 5, 6 and 7].

Tutorial time will be used by tutors to advise and assist student groups on developing their seminar presentation, but will also provide means for individual student discussion and support (including feedback on assessed work). Tutorials will provide

the framework to promote student reflection, including production of an individual reflective critique/evaluation of personal learning and of the module [particular reference to outcomes 2, 4 and 8].

Students must submit the initial (formative) essay to be eligible for subsequent assessment.

Assessment Scheme

- Participation, class discussion and attendance (10%)
- Individual essay (1500-1700 words) in week 3 and presentation (one per student) in weeks 8-11 (tutor/peer assessed) [outcomes 5, 6, 7 and 8] together accounting for 30% of the total grade.
- An unseen mid-term exam of 90 minutes (20%) and an unseen final exam of 3 hours (40%) [outcomes 1, 2, 3, 4]

Assessment Weighting

Coursework 40%
Examination 60%

Learning materials

Essential:

Roskin, Michael G. (2007) *Political Science --An Introduction*. 10th edition. Pearson Education international.

Additional readings:

Almond, Gabriel A. (2002). *Ventures in Political Science: Narratives and Reflections*. Lynne Rienner Publishers.

Chilcote, Ronald H. (2000) *Theories of Comparative Political Economy*. 2nd edition Boulder: Westview Press.

Dahl, Robert A. and Stinebrickner, Bruce (2002). *Modern Political Analysis*, 6th edition. Upper saddle River, NJ: Prentice Hall.

Dahl, Robert A. (1998). *On Democracy*. New Haven: Yale University Press.

Huntington, Samuel P. (1993). *The Third Wave: Democratization in the Late Twentieth Century*. Norman, OK: University of Oklahoma Press.

Huntington, Samuel P. (1998). *The Clash of Civilizations and the Remaking of World Order*. New York: Simon & Schuster.

Hutchinson, John, and. Smith, Antony. (2002). *Nationalism: Critical Concepts in Political Science*. New York: Routledge.

Lasswell, Harold. (1958) *Politics: Who Gets What, When, How*. New York: Meridian Books

Linz, Juan. (2000). *Totalitarian and Authoritarian Regimes*. Lynne Rienner..

Palmer, Monte. (1997) *Political Development: Dilemmas and Challenges*. Itasca, IL: F.E. Peacock.

Schumpeter, Joseph. (1950) *Capitalism, Socialism, and Democracy*, 3rd ed. New York: Haper & Row Shively.

Shively, Phillips. (2008) *The Craft of Political Research*, 7th ed. Upper saddle River. NJ: Prentice Hall.

Module Code: PSC320
Module Title: International Relations
Credit: 3
Module Leader: Dr. Nihal El-Shimy
Pre-requisite: ENG201, PSC201

Aims

This module aims to introduce students to the field of International Relations and enable them to acquire knowledge about the paradigms that dominate it. It also aims to highlight problems related to international, social, economic and political environments.

In addition to that, this module attempts to encourage students to criticise and analyse the puzzle or game of international relations in order to understand the rich complexity that makes up the world order – economic, cultural and political. Therefore, political theories are studied and analysed in an attempt to interpret and predict current global events.

Learning outcomes

Knowledge

On completion of this module, the successful student will be able to:

- Differentiate between International systems during and after the Cold War era. (1)
- Evaluate global political events. (2)
- Compare and contrast between the different international political systems. (3)
- Present and defend a personal evaluation of the significance of International relations in the globalisation era (4).

Skills

This module will call for the successful student to demonstrate:

- Team (group) working ability (5)
- Verbal and/or other presentation skills (6)
- Individual initiative and research skills (7)

Syllabus

- Globalisation of international relations
- The evolving international system
- Foreign policy making
- Terrorism
- Weapons of mass destruction
- The United Nations and international law
- North-south capital flows and foreign assistance.

Learning, Teaching and Assessment Strategy

Teaching/learning approaches are integrated with assessment arrangements to facilitate student achievement of the learning outcomes identified for this module. Mixtures of lectures and seminars will introduce the key features of politics to students, will relate these to relevant current events, will open up associated issues, and will invite student questions and debate. Students are expected to carry out further readings on topics related to the module [particular reference to outcomes 1, 2, 3, 4], to critically evaluate them and present their findings to the class [particular reference to outcomes 5 and 6].

In the first three weeks student will be required to negotiate topics for their book or article reviews in discussion with the tutor that will then be the basis for presentations in later weeks and which will provide appropriate coverage of the module's main themes. These seminar presentations will feature both tutor and peer assessment [particular reference to outcomes 2, 4 and 5].

Tutorial time will be used by tutors to advise and assist students, and will also provide means for individual student discussion and support (including feedback on assessed work).

Assessment Scheme

- Book/article review (s) and presentation (one per student) in weeks 8-11 (tutor/peer assessed) together accounting for 40% of the total grade [outcomes 1, 2, 3, 4, 5, 6, 7]
- An unseen mid-term exam of 90 minutes (20%) and an unseen final exam of 3 hours (40%) [outcomes 1, 2, 3, 4]

Assessment Weighting

Coursework	40%
Examination	60%

Learning materials

Essential:

Goldstein, Joshua & Pevehouse, Jon. (2008) *International Relations*. 8th edition. Pearson Longman.

Additional readings:

Bishop, William W. (1962) *International Law Cases and Materials*. Boston: Little, Brown & Co.

El-Shimy, Nihal. (2008) *The American Japanese relations in the 1990s, Continuity and Change (A Study in the Alliance Theory)*. A Dissertation presented to earn Doctor of Philosophy Degree in Political Science, Faculty of Political Science, Cairo University.

Giplin, Robert. (2001) *Global political Economy: Understanding the international Economic Order*. Princeton.

Hartmann, Frederick H. (1983) *Relations of Nations*. 6th edition. New York: Macmillan Publishing Co.

Held, David. (2004) *Global Transformation Politics, Economics and Culture*. Cambridge: Polity Press.

Keohane, Robert and Nye, Joseph. (2000) *Power and independence*. 3rd edition. Longman.

Module Code	SYS101 (MIS 101)
Module Title	Programming Concepts I
Credits	4
Module Leader	Dr. Mohamed Hamada
Pre-requisite	CS100

Aims

This module is designed to provide the students with the conceptual foundation for the logical structures necessary to develop business-related computer software programs. Topics include input/output operations, variables, functions, conditional structures, looping, arrays, and computer program development

Learning outcomes

Knowledge

On completion of this module, the successful student will be able to:

- Define and understand the programming process (1)
- Explain the concepts of structured program design. (2)
- Describe formal methods to represent and solve problems (flow charts and pseudo code). (3)
- Understand modules and hierarchy charts by implementing simple programs and arrays.(4)

Skills

On completion of this module, the successful student will be able to:

- Develop a solution for a given problem using formal methods (5)
- Use electronic spreadsheets to handle business data (6)
- Perform financial and statistical analysis (7)
- Write simple code (8)

Syllabus

- An overview of computers and logic.
 - Understanding the Data Hierarchy
 - Using Flowchart Symbols and Pseudo code Statements
 - Using and Naming Variables
 - Ending a Program by Using Sentinel Values
 - Assigning Values to Variables
 - Understanding Data Types
 - Understanding the programming process
- Understanding the three basic structures (Sequence, selection, loop).
 - Understanding Unstructured Spaghetti Code
 - Using the Priming Read
 - Understanding the Reasons for Structure
 - Introducing the **while, endwhile** loop
- Making Decisions
 - Examples of expressions using:
 - Relational Comparison Operators (>, <, <=, >=, !=, =)
 - Logic Operators (AND, OR)

- Looping
 - Understanding the Advantages of Looping
 - Using a while Loop with a Loop Control Variable
 - Using a Counter to Control Looping
 - Looping with a Variable Sentinel Value
 - Avoiding Common Loop Mistakes
 - Recognizing the Characteristics Shared by All Loops
 - Using a Loop to Accumulate Totals
- Modules, Hierarchy Charts, and Documentation
 - Describe the advantages of modularization
 - Modularize a program
 - Understand how a module can call another module
 - Explain how to declare variables
- Arrays
 - Understand how arrays are used
 - Understand how arrays occupy computer memory
 - Manipulate an array to replace nested decisions
 - Declare and initialize an array
 - Declare and initialize constant arrays
 - Load array values from a file
 - Search an array for an exact match
 - Use parallel arrays

Learning, Teaching and Assessment Strategy

Weekly lectures introduce the basic ideas of the module topics and tutorials are used to discuss the solution of the homework assignments (formative assessment). Weekly computer lab are used to enable the students to practice advanced applications of spreadsheets on business problems, and simple programming language such as Basic language.

Assessment Scheme

- Class participation and attendance (5 %) [Outcomes:1,2,3]
- Lab results (20%) [Outcomes:3,4,5,6,7,8]
- Tests (15%) [Outcomes:1,2,3,4]
- Two unseen exams (a mid-term exam of 90 minutes – 20% and a final exam of 180 minutes – 40%) that include several questions to assess the student knowledge and understanding [Outcomes:1,2,3,4]

Assessment Weighting

Coursework	40 %
Unseen exams	60%

Learning materials

Essential

Thomson, Joyce Farrell (2008) Programming logic and design 5th edition

Recommended:

Dickson, Elizabeth A. (1995) Computer Program Design. McGraw-Hill/Irwin.

Saret, Laura (2000) Programming logic for business. 4th edition.

Microsoft Excel book by Microsoft press.

Software requirements

- Microsoft office and Q_ basic interpreter.