



# **CURRICULUM FRAMEWORK**

## **BACHELOR OF ARTS IN ECONOMICS**

***PROGRAM CODE: 7310101***

**Applicable for cohort 2023 (Academic Year 23-24)**

*(Decision No.103a/2023/NQ-HĐT, Dated: 24/03/2023 by the Provost of VinUniversity)*



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## I. BACKGROUND INFORMATION

Program name: Bachelor of Arts in Economics

Course Duration: Full-time: 4 years

## II. PROGRAM OVERVIEW

### 1. Program objectives

#### 1.1. General objectives

The overall objective of the Bachelor of Arts in Economics program is to train experts for businesses and organizations by equipping students with critical thinking, creativity, and analytical skills with the foundation of economic theory and tools. After completing the program, students are expected to gain comprehensive knowledge and thinking capacity, decision-making skills, grasp of market rules, and policy analysis to be able to work flexibly in suitable positions in economic, business, research, educational, governmental, and non-governmental organizations. In addition to the above, students are also expected to be able to pursue professional development in Master's and Doctoral programs in the same or other related fields at domestic and foreign universities.

Students will also be fostered in personal moral qualities according to VinUni's EXCEL framework, which are: **Empathy** (the ability to sense other people's emotions, understand others without judgement); **Exceptional Capability** (exceptional capabilities and competencies that are proven determinants of future success); **Creativity** (the ability to perceive the world in new ways, make connections, generate solutions); **Entrepreneurship Mindset** (the ability to overcome challenges, be decisive, accept responsibility, be impactful for the society); and **Leadership Spirit** (be able to motivate and influence people to act toward achieving a common goal). In addition, students are also trained to be able to cultivate their own good health, adhere to professional ethical principles, and have a good sense of social responsibility as well as a spirit of service and commitment to solving challenges and social issues.

#### 1.2. Specific objectives

The program sets specific objectives for the knowledge, skills and abilities, including a sense of responsibility and ethical qualities for graduates as follows:

- **Knowledge:** Ability to solve practical problems by utilizing the interdisciplinary knowledge, specialized knowledge, information technology knowledge and skills as well as proficient language communication and life-long learning skills acquired from the program.
- **Critical thinking:** Having the ability to identify, analyze, evaluate and process data and scientific information from many different sources; respect diverse opinions.
- **Research capacity:** Having the ability to do research on socio-economic issues and make policy recommendations, applying skills in searching, synthesizing

and analyzing information, critical thinking skills, writing skills and language skills.

- **Global awareness:** Having background knowledge of global socio-economic issues and solutions to solve those problems through the media. Be responsible and closely connected to the community, country and the world.
- **Socio-political awareness:** Having knowledge of Vietnam's social, political and economic environment and the country's current position in the world; having the desire to bring Vietnam to the next new level.
- **Ethics:** Having an ethical foundation, committing to complying with professional ethics.
- **Leadership ability:** Having the ability to work well in groups, inspire others and be group leaders; having interpersonal communication skills to manage teams and resolve conflicts.
- **Entrepreneurial spirit:** Having passion and entrepreneurial mindset and the ability to identify startup opportunities; be sensitive to professional and social contexts; be able to become leaders in multidisciplinary teams, both within the profession and in the community.
- **Interprofessional Collaboration:** Having the ability to work with individuals from different backgrounds and with different skills/competencies to solve a common problem.

## 2. Program learning outcomes

### 2.1. Knowledge

#### 2.1.1. General knowledge

- Knowledge of political theory, history and culture of Vietnam and its influence on the business contexts;
- Awareness and basic understanding of the political, economic and social systems of Vietnam and also other countries around the world;
- Basic understanding of the legal policy system of the State of Vietnam and international law;
- Understand the relationship between political structure and business environment in Vietnam;
- Knowledge of physical education and national defense and security.

#### 2.1.2. Industry knowledge

- Ability to understand and apply knowledge of microeconomics to explain and address economic problems in professional work and career;
- Ability to apply basic knowledge of tools in econometrics, big data, and artificial intelligence to analyze, offer advice, make decisions, and solve specific real-life problems;

- Ability to apply knowledge of mathematics, analysis and business statistics to evaluate and resolve real-life situations as well as make future economic forecasts;
- Ability to apply basic knowledge of strategic and operational management in making decisions and solving specific problems in economic policy and business practice;
- Ability to employ methods of collecting information, analyzing and synthesizing economic and business statistical data as per job requirement;
- Ability to apply knowledge of ethics in the process of making decisions and solving specific issues in the enterprise and its plans.

### ***2.1.3. Specialized knowledge***

- Application of basic and advanced scientific knowledge related to innovation and technology to practical issues of business, public policy, and development economic;
- Understanding and application of economic knowledge about organization and business in entrepreneurship and business development; participation in proposing entrepreneurial ideas; especially in the areas of business innovation;
- Ability to analyze and evaluate business activities and implement entrepreneurial ideas into practice;
- Ability to validate the knowledge gained through internship programs and practices at companies, thereby independently setting goals and career development paths.

## **2.2. Skills**

### ***2.2.1. Hard skills***

#### *a. Professional skills*

- Analysis of complex issues and application of economic and related principles to propose solutions for those issues;
- Design, implementation and evaluation of computational solutions based on specific requirements.

#### *b. Ability to reason and solve problems*

- Skills in reasoning, discovering and solving problems in the field of economics;
- Independent thinking skills in the process of forming ideas, making decisions, working individually and in groups.

#### *c. Ability to research and discover knowledge*

- Ability to solve problems, discover and conduct research in the field of economics.

d. *Ability to think systematically*

- Ability to reason and think systematically about practical issues in the field of economics.

e. *Creative thinking ability for entrepreneurship*

- Having critical thinking and problem-solving skills, entrepreneurship mindset, the desire to explore and be proactive, know how to ask the "right questions", identify emerging problems at different local, region and global scales;
- Having creative and entrepreneurial thinking.

f. *Ability to translate knowledge into practice*

- Ability to translate knowledge and skills into practice;
- Ability to analyze requirements, propose solutions and implement solutions.

g. *Ability to create, develop and be change makers in the profession*

- Being creative in the process of performing specific tasks, accumulating experience to be able to undertake tasks in different roles.

**2.2.2. Soft skills**

a. *Personal skills*

- Ability to work independently; self-study and explore, perform well-planned work and set one's own development goals;
- Time management skills and appropriate allocation of personal work.

b. *Teamwork skills*

- Ability to perform teamwork and cooperate well with other members;
- Knowledge sharing and group relationship regulation;
- Ability to work in a variety of groups.

c. *Management and leadership skills*

- Persuasion, negotiation, active listening and empowerment skills;
- Verbal and non-verbal communication skills;
- Reasoning skills and ideas organization.

d. *General and specialized language skills*

- Proficient English communication skills in a multicultural and academic environment.
- Ability to utilize specialized English for economics major and solve work-related problems.

e. *Other complementary skills*

- Proficient in using and exploiting advanced features of information

technology for work purposes;

- Proficient in using common office equipment.

### 2.2.3 Abilities

- Confidence, flexibility, risk-taking courage, enthusiasm, passion for creativity, self-respect, cultural understanding...;
- Willingness to commit to community services as well as country development;
- Having an entrepreneurial mindset and the ability to self-management as well as be leaders;
- Ability to work under high pressure and in changing environments;
- Always maintain credibility and commitment, adherence to rules and regulations of domestic and international businesses;
- Having professional responsibilities and making sound judgments in your work based on ethical and legal rules;
- Adherence to the law and work with a high spirit of discipline;
- Having a healthy and active lifestyle;
- Responsibility and willingness to contribute to the community and professional field.

### 3. Basic structure of the program

A total number of credits to be accumulated to complete the program is **123 credits** (excluding physical education, national defense and additional skills). Details of the program's structure are as follow:

No.	Curriculum Components	Number of Credits	Credit Distribution (%/ Total Credits)
<b>I</b>	<b>GENERAL EDUCATION</b>	<b>27</b>	<b>22.0%</b>
I.1	<i>University Core Requirement</i>	12	9.8%
I.2	<i>Distributional Requirement</i>	12	9.8%
I.3	<i>Co-curricular Learning</i>	3	2.4%
<b>II.</b>	<b>PROFESSIONAL EDUCATION</b>	<b>96</b>	<b>78.0%</b>
II.1	<i>College Core Requirement</i>	14	11.4%
II.2	<i>Major Core Requirement</i>	21	17.0%
II.3	<i>Area of Focus (elective)</i>	25	20.3%
II.4	<i>Free Electives</i>	24	19.5%
II.5	<i>Internship/ Capstone project</i>	12	9.8%
	<b>TOTAL</b>	<b>123</b>	<b>100%</b>

#### 4. Entry requirements

Any individual (Vietnamese or international) who graduates from high school before September each year or has already graduated from high school is eligible to apply for the Bachelor of Arts in Economics.

#### 5. Training procedures and graduation eligibility

##### Training procedures:

According to the Academic Regulations for Full-Time Undergraduate Programs of VinUni University.

##### Graduation eligibility:

According to the Academic Regulations for Full-Time Undergraduate Programs of VinUni University.

#### 6. Assessment

According to the current Academic Regulations for Full-Time Undergraduate Programs of VinUni University, the assessment criteria for the Bachelor of Arts in Economics program are proposed to include, but is not limited to tests, individual projects and case studies, presentations, essays, group projects and group work, class participation and discussion, professional skills assessments, practical assessments and comprehensive examinations.

#### 7. Program content

##### 7.1. Curriculum Framework

No.	Course Code	Course Name	Number of Credits
<b>I</b>	<b>GENERAL EDUCATION</b>		27
<b>I.1</b>	<b>VinUni Core Requirement</b>		12
I.1.1	ENGL1011	Fundamental of Academic Writing	3
I.1.2	ENTR1020	Agile Innovation and Entrepreneurship	3
I.1.3	LEAD1031	Leadership and Team-Building Boot Camp	2
I.1.4	THINK1010	Critical and Creative Thinking	2
I.1.5	HASS1070	Cross Cultural Navigation	2
I.1.7	VCOR1021 / 22	Healthy Lifestyle 1, 2 (Physical Education)	45 hours
<b>I.2</b>	<b>Distributional Requirement</b>		12
I.2.1	HASS1010	Marxism-Leninism Philosophy (Philosophy Science and Society)	3
I.2.2	HASS1020	Marxism-Leninism Political Economy (Global Political Economy)	2



No.	Course Code	Course Name	Number of Credits
I.2.3	HASS1030	Scientific Socialism (Politics and Social Change)	2
I.2.4	HASS1041 / 42	Ho Chi Minh Ideology (Vietnam: History and Cultures II)	2
I.2.5	HASS1050	History of the Communist Party (Vietnam: History and Cultures I)	2
I.2.6	ARTS1010\MUSI1010	Art Courses (Students to choose one from the Arts Courses Pool: Arts Appreciation, Music Appreciation, etc.)	1
<b>I.3</b>	<b>Co-Curricular Learning</b>		3
I.3.1.	VCOR1012A/B	OASIS (Orientation, Advising, Skills, Identity and Diversity, and Spirit of Pay-it-Forward)	Non-credit
I.3.2.	COSL1010	Community Service Learning	3
<b>II.</b>	<b>National Defense Education</b>		165 hours
<b>III</b>	<b>PROFESSIONAL EDUCATION</b>		<b>96</b>
<b>III.1.</b>	<b>College Core</b>		14
III.1.1.	LAW1010	Introduction to Law	2
III.1.2.	CAS1010	Big Ideas	2
III.1.3.	CAS1020	Global Perspectives	2
III.1.4.	CAS2010	Applied Ethics	2
III.1.5.	CAS2020	Logic and Scientific Method	2
III.1.6.	CAS3010	Global Development and Sustainability	2
III.1.7.	CAS3020	Digital Arts and Sciences	2
<b>III.2.</b>	<b>Major Core</b>		21
III.2.1.	INEC1010	Introduction to Economics	3
III.2.2.	STAT1011	Statistics for Social Sciences	3
III.2.3.	ECON1010	Introduction to Microeconomics	3
III.2.4.	ECON2010	Basic Econometrics	3
III.2.5.	ECON2020	Introduction to Macroeconomics	3
III.2.6.	ECON2030	Quantitative Analysis and Forecasting	3

No.	Course Code	Course Name	Number of Credits
III.2.7.	ECON3010	Intermediate Microeconomics	3
<b>III.3</b>	<b>Area of Focus - Students to choose 1 of the 2 focuses as below</b>		<b>25</b>
	<b>A. Innovation Economics Focus</b>		<b>25</b>
1	ECON3020	Machine Learning	3
2	ECON3040	Big Data in Economics	3
3	ECON3060	Development Economics	3
4	ECON3080	Health Economics	2
5	ECON3100	Innovation System for Science and Technology	3
6	ECON3120	Artificial Intelligence	3
7	ECON4010	Making The Modern World: The Industrial Revolution in Global Perspective	2
8	ECON4030	Welfare Economics	3
9	ECON4050	Competitive Strategy and Industrial Organization	3
	<b>B. Enterprise, Market and Institutional Economics Focus</b>		<b>25</b>
1	ECON3030	Economic Applications of Game Theory	3
2	ECON3050	Behavioral Economics	3
3	ECON3070	Strategy and Information	3
4	ECON3090	Institutional Economics	3
5	ECON3110	Public Policy	2
6	ECON3130	Competitive Strategy and Industrial Organization	3
7	ECON4020	Real Estates Economics	3
8	ECON4040	Finance and Society	3
9	ECON4060	Financial Crisis	2
<b>III.4.</b>	<b>University Electives/ Minor</b>		<b>24</b>
<b>III.5.</b>	<b>Internship/ Capstone Project</b>		<b>12</b>
1	ECON1871 / ECON1872 / ECON1873 /	Internship	6

No.	Course Code	Course Name	Number of Credits
	ECON2871 / ECON2872 / ECON2873 / ECON3872		
2	ECON4890	Capstone Project	6
<b>Total</b>			<b>123</b>

## 7.2. Provisional study plan

No.	Course Code	Course Name	Number of Credits	Semester												Pre-requisites		
				Year 1			Year 2			Year 3			Year 4					
				Orientation Week	1	2	Summer	1	2	Summer	1	2	Summer	1	2		Summer	
<b>I</b>	<b>General Education</b>		<b>27</b>															
<b>I.1</b>	<b>VinUni Core Requirement</b>		<b>12</b>															
1	ENGL1011	Fundamental of Academic Writing	3		3													
2	ENTR1020	Agile Innovation and Entrepreneurship	3		3													
3	LEAD1031	Leadership and Team-Building Boot Camp	2			2												
4	THINK1010	Critical and Creative Thinking	2					2										
5	HASS1070	Cross Cultural Navigation	2			2												
6	VCOR1021 /22	Healthy Lifestyle (Physical Education)	0		x	x												
<b>I.2</b>	<b>Distributional Requirement</b>		<b>12</b>															
1	HASS1010	Marxism-Leninism Philosophy	3		3													
2	HASS1020	Marxism-Leninism Political Economy	2		2													
3	HASS1030	Scientific Socialism	2			2												
4	HASS1041 /42	Ho Chi Minh Ideology	2			2												
5	HASS1050	History of the Communist Party	2					2										
6	ARTS1010\M USI1010	Arts Appreciation/ Music Appreciation	1					1										
<b>I.3</b>	<b>Co-curricular Learning</b>		<b>3</b>															
1	VCOR1012A/ B	(Orientation, Advising, Skills, Identity and Diversity, and Spirit of Pay-it-Forward)	0		x	x												

No.	Course Code	Course Name	Number of Credits	Semester												Pre-requisites	
				Year 1			Year 2			Year 3			Year 4				
				Orientation Week	1	2	Summer	1	2	Summer	1	2	Summer	1	2		Summer
2	COSL1010	Community Service Learning	3		1				2								
<b>II</b>	<b>National Defense Education</b>			x													
<b>III</b>	<b>Professional Education</b>		<b>96</b>														
<b>III.1</b>	<b>College Core</b>		<b>14</b>														
1	LAW1010	Introduction to Law	2						2								
2	CAS1010	Big Ideas	2		2												
3	CAS1020	Global Perspectives	2			2											
4	CAS2010	Applied Ethics	2					2									
5	CAS2020	Logic and Scientific Method	2						2								
6	CAS3010	Global Development and Sustainability	2							2							
7	CAS3020	Digital Arts and Sciences	2								2						
<b>III.2</b>	<b>Major Core</b>		<b>21</b>														
1	INEC1010	Introduction to Economics	3			3											
2	STAT1011	Statistics for Social Sciences	3			3											
3	ECON1010	Introduction to Microeconomics	3			3											
4	ECON2010	Basic Econometrics	3					3									STAT1011
5	ECON2020	Introduction to Macroeconomics	3						3								
6	ECON2030	Quantitative Analysis and Forecasting	3						3								
7	ECON3010	Intermediate Microeconomics	3							3							STAT1011; ECON1010
<b>III.3</b>	<b>Area of Focus - Students to choose 1 of the 2 focuses as recommended below</b>		<b>25</b>														
	<b>A. Innovation Economics Focus</b>		<b>25</b>														
1	ECON3020	Machine Learning	3							3							TBD
2	ECON3040	Big Data in Economics	3							3							TBD
3	ECON3060	Development Economics	3							3							TBD
4	ECON3080	Health Economics	2								2						TBD
5	ECON3100	Innovation System for Science and Technology	3								3						TBD
6	ECON3120	Artificial Intelligence	3								3						TBD
7	ECON4010	Making The Modern World: The Industrial Revolution in Global Perspective	2										2				TBD

No.	Course Code	Course Name	Number of Credits	Semester												Pre-requisites		
				Year 1			Year 2			Year 3			Year 4					
				Orientation Week	1	2	Summer	1	2	Summer	1	2	Summer	1	2		Summer	
8	ECON4030	Welfare Economics	3												3			TBD
9	ECON4050	Competitive Strategy and Industrial Organization	3												3			TBD
<b>B. Enterprise, Market and Institutional Economics Focus</b>			<b>25</b>															
1	ECON3030	Economic Applications of Game Theory	3								3							TBD
2	ECON3050	Behavioral Economics	3								3							TBD
3	ECON3070	Strategy and Information	3								3							TBD
4	ECON3090	Institutional Economics	3									3						TBD
5	ECON3110	Public Policy	2									2						TBD
6	ECON3130	Competitive Strategy and Industrial Organization	3									3						TBD
7	ECON4020	Real Estates Economics	3												3			TBD
8	ECON4040	Finance and Society	3												3			TBD
9	ECON4060	Financial Crisis	2												2			TBD
<b>III.4</b>	<b>University Electives</b>		<b>24</b>															
<b>III.5</b>	<b>Internship/ Capstone Project</b>		<b>12</b>															
1	ECON1871 / ECON1872 / ECON1873 / ECON2871 / ECON2872 / ECON2873 / ECON3872	Internship	6															
2	ECON4890	Capstone Project	6													6		
<b>Total</b>			<b>123</b>															

### **7.3. Short Description of Courses**

#### **7.3.1. General Education Courses**

*In General Education courses students work alongside other students from different programs in the university on individual and group assignments.*

#### **ENGL1011 – Fundamentals of Academic Writing**

3 Credits

Pre-requisite: None

The course aims at refining students' language, communication, academic- literacies, and critical thinking skills. Although this course covers arrange of communication genres, there is a particular focus on formal academic writing to equip students with- strategies for long-term success in university-level course- work. The course will give students an abundance of guided practice and independent production in following a process writing approach, which includes investigating, shaping, drafting, peer and teacher feedback, reflection, revision, and final product. This foundational framework will be adapted to the various types of academic writing functions. In addition to this, students will work in interdisciplinary groups on an extended group project throughout the course to discover more about authentic communication types which students will encounter at university. This project will focus on analyzing their purpose, audience, tone, and linguistic features and presenting their findings to peers.

#### **ENTR1020 – Agile Innovation and Entrepreneurship**

3 Credits

Pre-requisite: None

The purpose of this course is to provide students with a basic understanding of the entrepreneurial and innovation mindset and provide students the opportunity to learn about and develop skills and behaviors correlated with impactful- entrepreneurs and innovators. Skills to be developed–through lecturing and in-class discussions, plus coaching on assignments and in-class exercises–include observation of real-world facts, identifying status-quos or problems, identifying core causes leading to status-quos, and to discover original way store move causes or to solve problems; networking with people to identify technological contributions, optimizing creativity, seeking feedback, and pro to typing or mock up design. The pedagogical outcomes of this course include (i) development of creativity & out-of-the-box thinking, (ii) critical thinking through observation and abstractions, (iii) entrepreneurial mindset and (iv) teamwork on a social or environmental issue. As part of the course all students will engage in a 2-day hackathon to present and discuss optimization of team's solution to a real-world social or environmental problem. The course is intended for a mix of students from various academic disciplines, such as medicine, nursing, engineering, business, real estate, and hospitality.

#### **LEAD1031 – Leadership and Teambuilding Bootcamp**

2 Credits

Pre-requisites: None

This course is designed as a required course for freshmen to help the students' leadership development by introducing the basic concepts of leadership and organizational behavior. This course has one big goal for you: to practice and apply concepts and techniques learned in the class and your life to various scenarios. This course is also intended to provide an overview of leadership trends rather than to emphasize every detail and in-depth review of academic studies. Understanding a landscape of leadership will be possible under the structure of four modules: (1) Leader as a decision-maker, (2) Leader as a problem solver, (3) Leader as a designer, and (4) Leader as a game-changer. A leader in this turbulent world is expected to be a final decision-maker to find a creative solution for difficult challenges and will need to organize a group of people with a form a land informal system. Leadership Development offers a safe place for your learning of leadership. Practice, try, fail, and try again! This is the philosophy of this course. The Boot Camp instills foundational leadership values and skills into students, while bringing the class together, building lasting cohesion, and creating esprit de corps. Students will earn and apply basic leadership concepts and skills through hands-on and experiential learning. Organized into individual and team-based events, the students will have to work individually and together to solve complex and dynamic problems taken from- the military, government, and business sectors. This includes but is not limited to: conducting long distance land navigation, negotiating- physical obstacle courses, analyzing leadership case studies, and much more. From developing self-awareness and thinking critically to innovating ideas and displaying resilience, students will earn critical elements of Self, Interpersonal, and Team Leadership. Following this course, students will gain a foundational understanding of key elements of leadership and better understand their strengths and how to effectively work in- teams and organizations.

### **THINK1010 – Critical and Creative Thinking**

2 Credits

Pre-requisites: None

Developing your own ideas in a logical and critical manner is an essential part of being a student in higher education. In this course you will learn about the nature of argumentation, how to evaluate arguments, uncover hidden premises, and sharpen your own thinking skills. We will start by looking at the difference between arguments and non-arguments and why being able to present an argument is such an important skill. Then we will look at different kinds of arguments, such as deduction, induction, and arguments from inference to the best explanation. Not all arguments are made equal. Some arguments are irrefutable – others barely convincing - and others still completely misleading. We will look at how you can assess the quality of an argument and avoid common logical pitfalls. Finally, we will finish by looking at some philosophical puzzles and paradoxes involving logic and reasoning including Hume's notorious problem of induction and the Sorites paradox.

### **HASS1070 – Cross Cultural Navigation**

2 Credits

Pre-requisite: None

This course aims to equip students an understanding of one aspect of the so-called “global experience” and/or inter-cultural sensitivity, so that students can become knowledgeable about the ways in which individual identities, values, and perceptions and biases are shaped by cultures across the continents through acquiring knowledge of theories practice related to the impact of culture in our daily ecologies in local and global contexts. In the end, students can identify and understand the inter-sectional of one’s own and others’ cultural identities in order to reflect on how various cultural concepts apply to your own life, communication and various areas of study.

### **VCOR1021/22 – Healthy Lifestyle 1,2**

Non-credit, required min 45 hours across Year 1

Pre-requisite: None

“Healthy Lifestyle” is a mandatory and non-credit bearing course of the General Education Program. Undergraduate students are required to enroll in this course to fulfill part of the graduation requirements and are expected to complete it by the end of their first-year study. This course provides the essential knowledge, skills, and practicum lessons (exercise/sport classes), whereby students are able to develop a suitable approach in attaining a physically, mentally, socially and spiritually healthy lifestyle.

Specifically, this course provides students with the knowledge to make better choices during their daily routines to build a healthy lifestyle. A healthy lifestyle includes physical wellbeing, psychosocial, and spiritual health. Students receive mentorship that guides and shapes their perspective, showcasing the importance of having a well-balanced life. Components of a healthy lifestyle will be discussed as a process and science that allows students to have a greater understanding of what it takes to achieve their goals for overall wellbeing. Nutrition and diet will be taught to dispel the myths about how and what you should eat to achieve desired health results. Having a healthy mind, healthy body, clarity of thought and the ability to effectively process information are key trademarks of a healthy lifestyle.

This course emphasizes practical application of the learned concepts in order to integrate subject matter into students’ current daily routines and throughout life. The majority of coursework will be held in different environments and venues in order to expose students to the many varieties of fitness tools and resources to maintain a healthy foundation.

### **HASS1010 – Marxism-Leninism Philosophy (Philosophy Science and Society)**

3 Credits

Pre-requisite: None

Philosophy Science and Society is one of four courses in the General Education Program forming the ideology/national education component required for higher education curriculum as directed by the Ministry of Education & Training, Socialist Republic of Vietnam. These four courses are written to achieve the primary objective of helping students understand core values of both country and university through objective and critical academic lenses in a global context. As these courses will be



taught in English to students for whom English is mainly a second language at VinUniversity, each course is designed to be delivered in the spirit of content-based language learning approach to help students both develop English language competency (focusing on speaking, listening and reading) and basic understanding of the content. Philosophy, Science & Society (PSS) provides students with a broad survey of key ideas in Philosophy, its relevance to society and the way we think we understand the world, or to put it broadly, “science.” We begin the course with an overview of the role of Philosophy and Metaphysics as we embark on this journey of critically re-examining the way we look at our world. In the second part of the course, we take a deep dive into questions of Epistemology, based on which students can orient and develop their creative thinking, philosophy of humanity and action. We follow up with an exploration of trends that came into being with the “social turn” of epistemology found in the critical works of Thomas Kuhn and later in the burgeoning body of works clustered as Sociology of Science. Following this radical re-thinking, we return to the fundamental questions about humanity posed in Social Philosophy and Ethics, to round up our critical inquiry of the complex relationship among philosophy, science and society.

### **HASS1020 – Marxism-Leninism Political Economy (Global Political Economy)**

2 Credits

Pre-requisite: None

Global Political Economy: Vietnam-Region-The World is one of four courses in the General Education Program forming the ideology/national education component required for higher education curriculum as directed by the Ministry of Education & Training, Socialist Republic of Vietnam. These four courses are written to achieve the primary objective of helping students understand core values of both country and university through objective and critical academic lenses in a global context. This course is designed to help students develop a critical lens to understand social reality and social issues, including pressing questions, such as: What is Vietnam’s place in the world? What are the opportunities and challenges for Vietnam in the current configuration of the global political economy? To do so, we begin with a brief introduction to the study of political economy, informed by different persuasions in Marx-Leninism, political science, economics, sociology, anthropology and history. Students will gain a nuanced understanding of this interdisciplinary field through hands-on workshops and exercises on the principles of scientific and logical arguments. The second part of this course will focus on specific issues related to globalization and international integration. In particular, we focus on the role of development, modernization, and regional development in Vietnam’s prospects in the world. Our case studies pay special attention to the immediate regions surrounding Vietnam, namely ASEAN, East Asia (in particular, China) and South Asia. In the third and final part of this course, we examine the expressions of global inequality and consider how individuals and communities within Vietnam can move forward in an ever-globalizing world.

### **HASS1030 – Scientific Socialism (Politics and Social Change)**

2 Credits

Pre-requisite: None

Assuming a basic, strong, and even pivotal relationship between society and politics, the course Politics and Social Change will guide participants to a deep understanding of that relationship in Vietnam and the wider Asian region in the 20th and 21st centuries. The course explores key concepts of politics and social change, and in explication of those concepts, examine the dynamics of politics and social change in concrete terms.

What can be learned?

Students at the end of course will become familiar with the concepts of politics and social change of Vietnam. Students will also understand and compare Vietnam with national development efforts elsewhere in Asia. Finally, they will become familiar with major political and international relations developments from the 20th century.

The medium of instruction helps students to both develop English language competency (focusing on speaking, and articulation, reading) and discourse skills through continuous practice with classmates and instructor.

Broad outlines

The course begins with a basic appreciation of the concepts of politics and social change, moving into Marxism-Leninism and its application to understanding politics & social change, and extending into how Ho Chi Minh Thought applies Marxism-Leninism and also stands apart as a set of national and contextual ideas and practices. The processes of politics and social change of other countries in the Asia-Pacific are then explored for comparison and contrast.

Medium of learning

The guiding principle for learning at the Vin Uni is active learning. This approach engages students to be active in the learning process with methods that are more than, not without, the traditional base of lectures and tutorials. The instructor or teacher plays the role of facilitator and provides an environment where students responsibly and actively acquire as much as possible, rather than passively given, the learning points that the course desires.

Participants in this course will learn and share through a mix of lectures, tutorials, nonjudgmental journal writing, presentations, and learning to collaborate with others through group projects. The learning environment should be safe, frank, friendly, collaborative, and enlightening.

The weekly lists of readings are divided into two types. Basic readings are recommended, and students should at least complete one for each week. Students who wish to do more can pick up the other basic and optional/additional readings.

### **HASS1041/1042 – Ho Chi Minh Ideology (Vietnam: History and Culture II)**

2 Credits

Pre-requisite: None

Vietnam History and Culture since 1858 is continuation of the first period (from ancient time to 1858) and covers the period from 1858 until today.

The main objective of the course is to analyze the development of Vietnam and its people from 1858 when France attacked and colonized VN through two Indochina wars (1946- 1965) and (1954-1975) until today as Vietnam reunified and reformed and integrated into international system.

Due to its strategic geopolitical position, Vietnam has long been a global crossroads. So, this course tries to show as much as possible the parallels, interactions between Vietnam history and events and that happened in the world's stage.

The course also aims to reflect Vietnam history and culture through the central figure of Ho Chi Minh (1890-1969), the most famous Vietnamese during this period. His life and career reflected the development of the very period of Vietnam history.

Students are encouraged to do research themselves to have a broader view, discover new historical details.

### **HASS1050 – History of the Communist Party (Vietnam: History and Culture I)**

2 Credits

Pre-requisite: None

The great American humorist and writer Mark Twain once said, “History doesn’t repeat itself, but it often rhymes.” This course takes as its point of departure the possibility of using those rhymes of the past to better help us navigate our present and future. What lessons can we draw? As future businesspeople, health care professionals, engineers, and computer scientists, these lessons have far more relevance than you may imagine.

Vietnam History and Culture (I) examines Vietnamese history and cultural production from its early origins to 1858 and the French Colonial project. The curriculum is divided into five units. We begin the curriculum by considering the study of both history and culture from theoretical perspectives and consider what these mean in the Vietnamese context. Just what are “History” and “culture”? What does it mean to be Vietnamese? In the second unit, we consider the ancient construction of Vietnamese history and cultural production. The third portion of the course examines the Lý and Trần dynasties as well as the Ming Occupation. Fourth, we explore the movement of Vietnamese people southward and the Tây Sơn Rebellion. And finally, fifth, we assess the unification of Vietnam under the Nguyễn and what is to come.

Too often Vietnamese are portrayed in history as vessels upon which events happen to them. This course treats the Vietnamese as agents of their history, grappling with big questions and great problems. We also explore the Vietnamese people’s historical willingness to learn from and integrate foreign ideas and instruments to further develop the Vietnamese culture. To this end, we will wrestle with questions such as: What are the forces that have shaped Vietnamese identity? What drives the worldview(s) of Vietnamese? How has it been transformed over time?

### **ARTS1010 – Arts Appreciation**

1 Credit

Pre-requisite: None

Art Appreciation is a one-credit elective course that provides a general introduction to the visual arts, media, techniques, and history. This course takes on interdisciplinary approaches to equip students with a broad knowledge of the historical, practical, philosophical, cultural, and social contexts of the arts in order to help students gain the ability to articulate their understanding and interpretation of the arts. This course introduces students to aspects of arts research and curation, as well as elements, media, and methods used in creative processes. The application of the arts, especially visual arts in daily life and in the field of business, technology, and medicine is explored in this course. This course also aims to develop students' appreciation for Vietnam arts and visual art forms by providing them with opportunities to explore the diversity and richness of what Vietnam has to offer in terms of the arts.

This course offers students opportunities to learn about how art is created and how it evolves over time; it would cultivate and enrich students' artistic senses, experience, and enjoyment of different forms of arts even if the student is not an artist or does not have an ability to draw/paint. In addition, this course fosters and supports students' development of oral and written presentation and communication, critical and analytical thinking, and multicultural perspectives.

This course does not require students to have any prerequisite experience in art theory or practice. Rather, it is a beginning-level course to help students familiarize themselves with the different types of arts, as well as learn how to observe, appreciate, speak, and write intellectually about art. Furthermore, the course helps students to think about how art can be integrated and applied in their daily lives and their own fields of interest.

### **MUSI1010 - Music Appreciation**

1 Credit

Pre-requisite: None

This course offers students opportunities to learn about how music is created and how it evolves over time; it would enrich students' musical sense, experience, and enjoyment of all types of music even if the student is not a musician. In addition, this course fosters and supports students' development of oral and written presentation and communication, critical and analytical thinking, and multicultural perspectives.

Specifically, students taking this course will have the opportunity to explore the history of music, from the primitive musical forms through contemporary pieces around the world. Forms and genres of music include classical, jazz, theatrical music, gospel, folk, soul, blues, Latin rhythms, country, rock & roll, and hip hop. Various arrays of Vietnamese music (traditional, contemporary, theatrical, V-pop) are also discussed in this course. The course explores the relationship between music and people's everyday life and social movements, and its cultural significance. Digital music and the evolution of the Internet and AI impacting the music industry, music distribution, and global music access are also an important part of this course.

This course does not require students to have any prerequisite experience in musical theory or performance, i.e., students are not required to be able to sight-read sheet music or play any musical instrument. Rather, it helps students become active and intellectual music listeners, as well as it helps students to think further on how music can be

integrated and applied in their daily lives and their own fields of interest. This course is delivered in class and outside class environment if appropriate.

### **VCOR1012A/B – OASIS (Orientation, Advising, Skills, Identity and Diversity, and Spirit of Pay-it-Forward)**

Non-credit

Pre-requisite: None

OASIS, which stands for Orientation, Advising, Skills, Identity & Diversity, and Spirit of Pay it Forward, is an integral, non-credit-bearing mandatory component of the Co-curriculum Program and plays an important role as one of the graduation criteria. OASIS is a distinctive signature program of VinUni that holds a registered trademark. Its primary objective is to cultivate a self-leadership mindset and equips students with essential skills, facilitating their transformation from high school students into effective university scholars, responsible global citizens, and be ready for future career. OASIS is implemented in the first 4 years of bachelor's degree to ensure there is enough time for students to reflect and practice their own self-leadership development, especially in developing essential qualities for work and life, including self-confidence, self-esteem, self-determination, and self-control.

### **COSL1010 – Community Service Learning**

Credits: 3

Pre-requisite: None

VinUniversity aims to nurture students to become both competent professionals and responsible citizens making contributions to their professions and the community. Community Service Learning (CSL) provides students with the opportunities to serve the community and to learn how to apply their professional knowledge in bettering the lives of the public. As part of CSL, students must take the 1 credit Introduction to Service-Learning course (equivalent to 15 hours) and fulfill the remaining 30 hours of CSL doing independent volunteer work. CSL is increasingly recognized as a method for educating students to become socially responsible citizens. Many universities over the world have incorporated CSL in their academic undergraduate programs to varying degrees and in a variety of forms. CSL can be a differentiating factor for VinUni students as they become global citizens. “Service-learning is a form of experiential education in which students engage in activities that address human and community needs, together with structured opportunities for reflection designed to achieve desired academic learning outcomes” (Service-Learning Essentials, Jacoby 2014; pg.2). Note: Activities must primarily take place off VinUni campus and within the community. All undergraduate students are required to first take the 1-credit bearing course entitled: Introduction to Service Learning and then do volunteer work or continuing education/independent study to complete 30+ hours of an independent CSL activity (i.e., volunteer with a local NGO).

#### **7.3.2. College Core Courses**

### **LAW1010 – Introduction to Law**

2 Credits

Pre-requisites: None

This course is an introduction to the concept and role of law which considers the nature of the rule of law and its relationship with morality, ethics, politics, and human rights. It provides students with general knowledge of the law that will serve as a helpful foundation for understanding how the law interacts with other disciplines that they study and pursue in the future. The course covers various aspects from legal theory including the notions of law, rules, and legal systems to comparative legal analysis between different bodies of law, branches of international law as well as different means of settling disputes, either at municipal courts or other international forums worldwide. All the topics combine legal understanding and practical issues in both the Vietnamese context and a wide diversity of international legal backgrounds to help students gain familiarity with basic concepts of national law and be aware of international fundamental legal standards. Throughout the course, students develop critical analysis and problem solving, work-in-group and presentation skills, research literacy in law through theoretical lectures, case law analysis, individual and team assignments.

### **CAS1010 – Big Ideas**

2 Credits

Pre-requisites: None

Course Description:

This is a course on the greats: the great philosophical issues and the great thinkers who have addressed them. We will discuss perennial themes including the meaning of life, death and immortality, freedom and necessity, and the nature of a just society. By engaging with these gripping and fundamental issues, students will both broaden and deepen their thinking. They will also sharpen their critical thinking skills through in-class discussions and assignments.

### **CAS1020 – Global Perspectives**

2 Credits

Pre-requisites: None

Course Description:

This course exposes and engages students with a variety of different global perspectives on important issues of the day. Each week the seminar will be led by a different faculty member or guest speaker who will choose a topic, assign pre-class reading, and organize the class activities. Potential contemporary issues include Chat GPT and AI, the aging crisis, immigration, globalization, the new space race, Industry 4.0, etc.

### **CAS2010 – Applied Ethics**

2 Credits

Pre-requisites: None

Course Description:

We face moral decisions all the time and these decisions can be complex and difficult. This course is designed to give students the tools they need to think through moral issues

in a wise, clear, and reasoned manner. We will do this by exploring some of the most pressing moral issues. By investigating these issues, students will become better at thinking morally: they will have a clear and critical understanding of different frameworks for ethical thinking and how these frameworks apply to real-world situations; they will be better able to provide reasons for their ethical beliefs; and they will acquire the necessary tools to think through moral issues by themselves.

### **CAS2020 – Logic and Scientific Method**

2 Credits

Pre-requisites: None

Course Description:

This course introduces students to more advanced topics in reasoning, logic, and the topics of evidence and testing in science. In deductive reasoning students advance in topics in critical thinking to include first-order predicate calculus and modal logic. In statistical reasoning students learn the axioms of probability theory, Bayesian confirmation theory and issues in the confirmation of scientific theories including advanced topics from the Hypothetical-Deductive Method and Falsificationism.

### **CAS3010 – Global Development and Sustainability**

2 Credits

Pre-requisites: None

Course Description:

This course introduces and elaborates on the concept of development and the role of sustainability. The course would engage the ideas of development from an interdisciplinary and multi-dimensional perspective. The course content aims to answer questions such as: what is development? How does development happen? What contributes to development? Why do the development stories differ at the country, regional, and global levels? Besides the theoretical explanation of development, practical insights would be provided via real-world exposure, case studies, contemporary reading material, and capstone projects. The course would focus on the interaction and interrelationship between environment and development by exploring the role of sustainability.

### **CAS3020 – Digital Arts and Sciences**

2 Credits

Pre-requisites: None

Course Description:

As more information becomes digitized, researchers can use powerful AI tools to better analyze that data and visualize it for communication. This course introduces students to the main advances in digital humanities, how to code for basic research and scholarship with an eye to potential application in the areas: communications, psychology and economics.

### **7.3.3. Major Core Courses**

## **INEC1010 – Introduction to Economics**

3 Credits

Pre-requisites: None

Course Description:

The Introduction to Economics course provides an overview of economic science, including microeconomics and macroeconomics. The Microeconomics part examines the following issues: the fundamental principles of economics; supply and demand analysis; production, cost and industry structure. The Macroeconomics part examines the Macroeconomic perspective as well as basic concepts such as Economic growth, Unemployment, and Inflation. Moreover, the role of the government in the economy is also discussed. The duration of the course is 15 weeks, students will have 3-hour weekly class during the course.

## **STAT1011 – Statistics for Social Sciences**

3 Credits

Pre-requisites: None

Course Description:

This Statistics for Social Sciences course prepares students with a foundational understanding of core statistical concepts, techniques, and tools. The focus is on developing skills in descriptive and inferential statistics, including data collection and analysis, probability theory, hypothesis testing, and regression analysis and know-how to apply them to common practical examples, scenarios, and exercises related to social sciences. In this course, students will learn how to analyze real data using a statistical package such as SPSS to perform basic statistical analysis in social sciences.

## **ECON1010 – Introduction to Microeconomics**

3 Credits

Pre-requisites: None

Course Description:

This course explores the fundamentals of microeconomics. It analyzes individual economic agents, firms, and markets, focusing on supply and demand, consumer behavior, production, costs, market structures, and government intervention. Through theoretical concepts and real-world examples, it develops critical thinking skills applicable to economic decision-making. Ideal for business majors and those seeking a foundational understanding of microeconomic principles.

## **ECON2010 – Basic Econometrics**

3 Credits

Pre-requisites: None

Course Description:

The Basic Econometrics course provides students with an essential introduction to the application of statistical methods in economics. This undergraduate-level offering



focuses on equipping students with the fundamental tools necessary for empirical analysis and hypothesis testing. Through theoretical concepts and hands-on applications, participants will learn to model and analyze economic relationships using real-world data.

Topics covered include regression analysis, hypothesis testing, and the interpretation of results, enabling students to draw meaningful conclusions from empirical studies. The course emphasizes practical skills in using statistical software for econometric analysis.

Ideal for students pursuing economics, finance, or related fields, Basic Econometrics serves as a foundational step towards understanding how statistical techniques can be applied to analyze economic phenomena. The course aims to empower students with the skills needed to critically evaluate and contribute to empirical research in economics.

### **ECON2020 – Introduction to Macroeconomics**

3 Credits

Pre-requisites: None

Course Description:

This course embarks on an exploration of macroeconomics. It focuses on the study of aggregate economic phenomena, including national income, unemployment, inflation, and economic growth. It analyzes the role of government policy, monetary systems, and international trade in shaping the overall economic landscape. Through a mix of theory and real-world applications, it develops a solid understanding of the macroeconomic forces that influence societies and impact decision-making at a national level. Ideal for students interested in economics, business, or anyone seeking a foundational grasp of macroeconomic principles.

### **ECON2030 – Quantitative Analysis and Forecasting**

3 Credits

Pre-requisites: Basic Econometrics

Course Description:

The Quantitative Analysis and Forecasting course offers students a comprehensive exploration of statistical methods tailored for time series analysis. In this undergraduate-level offering, participants will learn about modeling and forecasting economic trends, financial data, and various time-dependent phenomena.

The curriculum covers essential topics such as time series decomposition, autoregressive integrated moving average (ARIMA) models, and advanced forecasting techniques. Through a combination of theoretical concepts and practical applications using statistical software, students will develop proficiency in analyzing time series data and making informed predictions.

Ideal for students with an interest in economics, finance, or data science, this course equips participants with the skills necessary to interpret and forecast trends, enhancing their ability to contribute valuable insights in various professional domains.

## **ECON3010 – Intermediate Microeconomics**

3 Credits

Pre-requisites: Introduction to Microeconomics, Calculus

Course Description:

The Intermediate Microeconomics course is designed for students who have a foundational understanding of microeconomic principles and are ready to explore more advanced concepts. Building upon the basics, this undergraduate-level course delves deeper into the analysis of individual economic agents, firms, and markets. The course emphasizes the application of theoretical frameworks to real-world scenarios, honing analytical skills crucial for assessing market dynamics and policy implications. Course content includes core topics of consumption, production, and decision-making by firms, both with and without market power, under perfect and imperfect information, as well as the analysis of market failure due to externalities and public goods.

Through a combination of lectures, case studies, and interactive discussions, students will develop a more sophisticated understanding of microeconomic concepts and their implications. This course is ideal for economics majors or those pursuing fields that require a deep understanding of microeconomic theory and its applications in diverse settings.

### ***7.3.4. Area of Focus***

#### **A. Innovation Economics Focus**

## **ECON3020 – Machine Learning**

3 Credits

Pre-requisites: To be decided (TBD)

Course Description:

In this course, students will learn popular machine learning algorithms, principal component analysis, and regularization by building a movie recommendation system. The student will learn about training data, and how to use a set of data to discover potentially predictive relationships. In building the movie recommendation system, the student will learn how to train algorithms using training data so you can predict the outcome for future datasets. The student will also learn about overtraining and techniques to avoid it such as cross-validation. All of these skills are fundamental to machine learning.

## **ECON3040 – Big Data in Economics**

3 Credits

Pre-requisites: TBD

Course Description:

This course illustrates the transformative power of "big data" in comprehending and tackling critical societal and economic challenges. It serves as an accessible introduction to cutting-edge research and practical applications in economics and social

science, tailored for students without prior experience in Economics or Statistics. Whether you're new to Economics or have a more advanced background, this course covers diverse topics such as equality of opportunity, education, innovation, entrepreneurship, healthcare, climate change, and crime. In addition to exploring these themes, the course provides a foundational understanding of fundamental data science methods, including regression, causal inference, and machine learning.

### **ECON3060 – Development Economics**

3 Credits

Pre-requisites: TBD

Course Description:

The Development Economics course explores the foundations of policy making in developing countries. The goal is to spell out various policy options and to quantify the trade-offs between them. We will study the different facets of human development: education, health, gender, the family, land relations, risk, informal and formal norms and institutions. This is an empirical class. For each topic, we will study several concrete examples chosen from around the world. While studying each of these topics, we will ask: What determines the decisions of poor households in developing countries? What constraints are they subject to? Is there a scope for policy (by government, international organizations, or non-governmental organizations (NGOs))? What policies have been tried out? Have they been successful?

### **ECON3080 – Health Economics**

2 Credits

Pre-requisites: TBD

Course Description:

The purpose of this course is to extend students' understanding of economic theory and empirical research in key areas of economic theory and empirical research in key areas of health economics and enable students to leverage that knowledge and apply it to timely issues in health policy and management.

### **ECON3100 – Innovation System for Science and Technology**

3 Credits

Pre-requisites: TBD

Course Description:

This course focuses on science and technology policy—it will examine the science and technology innovation system, including case studies on energy, computing, advanced manufacturing, and health sectors, with an emphasis on public policy and the federal government's role in that system. It will review the foundations of economic growth theory, innovation systems theory and innovation organization, and the basic approaches to science and technology policy, building toward a sophisticated understanding of these areas. The class will review a theory of direct and indirect economic factors in the innovation system, study the varied models for how federal

science and technology mission agencies are organized, and examine the growth of public-private partnership models as a way for science mission agencies to pursue mission agendas.

### **ECON3120 – Artificial Intelligence**

3 Credits

Pre-requisites: TBD

Course Description:

The Artificial Intelligence course introduces students to the basic knowledge representation, problem solving, and learning methods of artificial intelligence. Upon completion of the course, students should be able to develop intelligent systems by assembling solutions to concrete computational problems; understand the role of knowledge representation, problem solving, and learning in intelligent-system engineering; and appreciate the role of problem solving, vision, and language in understanding human intelligence from a computational perspective.

### **ECON4010 – Making the Modern World: The Industrial Revolution in Global Perspective**

2 Credits

Pre-requisites: TBD

Course Description:

This course is a global survey of the great transformation in history known as the “Industrial Revolution.” Topics include origins of mechanized production, the factory system, steam propulsion, electrification, mass communications, mass production and automation. Emphasis on the transfer of technology and its many adaptations around the world. Countries treated include Great Britain, France, Germany, United States, Sweden, Russia, Japan, China, and India.

### **ECON4030 – Welfare Economics**

3 Credits

Pre-requisites: TBD

Course Description:

The purpose of this course is to discuss how an economic outcome can be evaluated from society’s point of view. Society, in the context, consists of individuals with different tastes, endowments and expectations. It will be assumed that the society in question takes into account the choices of all its members in making decisions. This problem is particularly important for evaluating economic policies.

### **ECON4050 – Competitive Strategy and Industrial Organization**

3 Credits

Pre-requisites: TBD

Course Description:

The Competitive Strategy and Industrial Organization covers the foundations of the field of industrial organization, including the theory of the firm, models of competition, market structure, pricing, and dynamic models. The course emphasizes theory with support from specific industries, including telecommunications, retail, and airlines.

### **B. Enterprise, Market and Institutional Economics Focus**

#### **ECON3030 – Economic Applications of Game Theory**

3 Credits

Pre-requisites: TBD

Course Description:

Game Theory, also known as Multiperson Decision Theory, is the analysis of situations in which the payoff of a decision maker depends not only on his own actions but also on those of others. Game Theory has applications in several fields, such as economics, politics, law, biology, and computer science. This course introduces the basic tools of game theoretic analysis, with some of the many applications of Game Theory, primarily in economics.

#### **ECON3050 – Behavioral Economics**

3 Credits

Pre-requisites: TBD

Course Description:

The course covers recent topics in behavioral economics, with an emphasis on applications to other fields of economics. Topics include deviations from the standard neoclassical model in terms of (i) preferences (time and risk preferences, reference dependence, and social preferences), (ii) beliefs and learning (overconfidence, projection bias, and attribution bias), and (iii) decision-making (cognition, attention, framing, and persuasion), as well as (iv) market reactions to such deviations. Applications will cover a wide range of fields, including labor and public economics, industrial organization, health economics, household finance, political economy, and development economics.

#### **ECON3070 – Strategy and Information**

3 Credits

Pre-requisites: TBD

Course Description:

The Strategy and Information course is an advanced course in game theory. We begin with a rigorous overview of the main equilibrium concepts for non-cooperative games in both static and dynamic settings with either complete or incomplete information. We define and explore properties of iterated strict dominance, rationalizability, Nash equilibrium, subgame perfection, sequential, perfect, and proper equilibria, the intuitive criterion, and iterated weak dominance. We discuss applications to auctions, bargaining, and repeated games. Then we introduce solution concepts for cooperative games and

study non-cooperative implementations. Other topics include matching theory and networks.

### **ECON3090 – Institutional Economics**

3 Credits

Pre-requisites: TBD

Course Description:

The course analyzes the framework of rules and institutions for economic activities and transactions, including emergence and working properties of different institutions and classical and contemporary approaches to economic theory of institutions.

### **ECON3110 – Public Policy**

2 Credits

Pre-requisites: TBD

Course Description:

The course explores the role of government in the economy applying tools of basic microeconomics to answer important policy questions such as government response to global warming, school choice by students, social security versus private retirement savings accounts, government versus private health insurance, setting income tax rates for individuals and corporations.

### **ECON3130 – Competitive Strategy and Industrial Organization**

3 Credits

Pre-requisites: TBD

Course Description:

The Competitive Strategy and Industrial Organization covers the foundations of the field of industrial organization, including the theory of the firm, models of competition, market structure, pricing, and dynamic models. The course emphasizes theory with support from specific industries, including telecommunications, retail, and airlines.

### **ECON4020 – Real Estates Economics**

3 Credits

Pre-requisites: TBD

Course Description:

The Real Estates Economics explores key policy issues, their economic impact on real-estate decision-making, and identifies indicators used to track economic and real estate performance. The course also examines the economic structure of major metropolitan areas, the impact of local governments on urban economic growth, the impact of urban economic growth on supply and demand identification for specific property types, and conditions under which certain regions thrive while others decline. Building upon the concepts and tools of economic analysis, this course introduces appropriate data sources

and techniques useful in analyzing and forecasting real estate demand and supply in different markets for specific property types at specific locations.

### **ECON4040 – Finance and Society**

3 Credits

Pre-requisites: TBD

Course Description:

The Finance and Society course provides students with a broad historical and social-scientific introduction to a central aspect of modern economic life: Finance. By drawing upon a variety of disciplinary perspectives from the humanities and social sciences, the course offers a multi-dimensional picture of finance, not only as an economic phenomenon, but as a political, cultural, intellectual, material, and technological one. The course offers an introduction to foundational financial concepts and technologies and will help students understand finance as a complex and multifaceted phenomenon. This course also provides students with the opportunity to improve skills in written communication, and to learn tools for historical analysis and textual interpretation.

### **ECON4060 – Financial Crisis**

2 Credits

Pre-requisites: TBD

Course Description:

The Financial Crisis course is an introduction to the economic theories of financial crises. It focuses on amplification mechanisms that exacerbate crises, such as leverage, fire sales, bank runs, interconnections, and complexity. It also analyzes the different perspectives on the origins of crises, such as mistaken beliefs and moral hazard, and discusses the optimal regulation of the financial system. The course draws upon examples from financial crises around the world, especially the recent subprime financial crisis.

### **ECON1871 / 1872 / 1873 / 2871 / 2872 / 2873 / 3872 – Internship**

6 credits

Description:

The Internship component is designed to be flexible for students to complete, which comprises of short internships of 1, 2, and 3 credits. Students are allowed to make a selection of internships of their choice to accumulate a minimum of 6 credits in total. There are:

- Two 1-credit internships coded ECON1871 and ECON2871;
- Three 2-credit internships coded ECON1872, ECON2872, and ECON3872;
- Two 3-credit internships coded ECON1873 and ECON2873.

Students are encouraged to start doing internships as early as in summer of Year 1 or in Year 2.

The Internships component is designed to provide students with valuable opportunities to apply theoretical knowledge and critical and creative thinking skills to real-world scenarios, gaining practical skills and insights in addressing economics problems. These internships typically involve working with professionals in various sectors, allowing students to contribute to projects, conduct analyses, and make meaningful contributions. The internship is a six-credit course that requires a minimum of 180 hours of supervised work at an approved internship site. Students will work closely with a site supervisor and a faculty member to create learning objectives, complete tasks, and reflect on their experiences.

Key aspects of internships for economics majors include:

- **Industry Exposure:** Internships expose students to different industries such as finance, consulting, government, non-profit, and more. This will help them understand how economic principles are applied in diverse settings.
- **Practical application of economic theories and problem-solving skills:** Students during their internships will get hands-on experience applying economic theories and concepts learned in the classroom to address real-world challenges. This practical application enhances their critical thinking and creative problem-solving abilities in various contexts including business.
- **Data analysis and research:** Many internships involve data analysis and research tasks, allowing students to sharpen their skills in quantitative analysis. This could include market research, financial analysis, and economic forecasting.
- **Policy analysis:** Internships in government or policy research institutions suggest an opportunity to engage in policy analysis. Interns may contribute to research projects, assess the impact of policies, and participate in the formulation of recommendations.
- **Collaboration with professionals and communication skills:** Working with clients and alongside other professionals from different backgrounds during internship helps students to understand interprofessional collaborative practices and build networks, while honing their communication skills as they learn to convey complex economic concepts in a clear and accessible manner.
- **Career exploration:** Internships serve as a valuable platform for students to explore potential career paths within economics. Exposure to different roles helps them identify their interests and align their career goals.
- **Professional development and CV building:** Students will improve a sense of responsibility, time management, adaptability and also ethical considerations during internships which helps prepare them for the workforce demands. Successful completion of an internship demonstrates practical experience and a proactive approach to learning of a student that enhances their CV and makes them more competitive in the job market.

Internships will bridge the gap between theory and practice, fostering a holistic understanding of the Economics discipline. Through these experiences, students not only gain practical skills but also refine their professional identities and make informed decisions about their future careers in economics.



## **ECON4890 – Capstone Project**

6 credits

Description:

Working on a capstone project in Economics is expected to provide students with an opportunity to demonstrate their ability through either conducting research appropriate to an undergraduate level, or work on a real-world project with an industry partner. The aim is to help students develop critical thinking, research skills, project management skills and the ability to communicate their findings and/ or results effectively.

The capstone is a six-credit course that requires students to conduct independent research on a topic related to economics. Students will work closely with a faculty advisor to develop a research question, review relevant literature, develop conceptual framework, design a study, collect, and analyze data, and draw conclusions from their findings/ observations/ lessons learnt.

The project must meet the standards of undergraduate academic research and demonstrate the student's ability to apply established research methods. The research paper (thesis) should be well-organized, clearly written, and demonstrate a thorough understanding of the topic chosen and relevant literature.