BUAD 843 – Special Topics in Global Business:
Managing Global Businesses in the Midst of Economic, Political & Cultural Change
(December 3, 2012—subject to revision)

Alfred Lerner College of Business & Economics
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Summary: The MBA Central Europe study abroad program consists of six credits of graduate business courses during the winter term of 2013: BUAD 843 (Special Topics in Global Business) and either BUAD 840 (Ethical Issues in the Business Environment) or the cross-listed course BUAD 867 (Ethical, Social & Political Issues in International Business – for those students who have had the “domestic” BUAD 840). This syllabus is for BUAD 843. Class meetings will be held at the University of Delaware in Newark and in Europe. There will be visits to companies and institutions in Hungary, Austria and the Czech and Slovak Republics.

Courses: Executives and managers need to be adept at recognizing the complexities of global business, and at adapting their companies' strategies, marketing, finances, and management to different institutional frameworks (e.g., cultures, political and social expectations, ethical norms, business systems, and economic conditions). This is especially true in central Europe today, as the region is undergoing multiple significant changes. The ongoing development and expansion of the European Union confronts businesses with new opportunities for growth, as trade and political barriers dissolve, and new challenges, as the institutional structures and "rules of the game" change. The incorporation of former Soviet bloc economies into the global economy offered opportunities for investment by western companies, but challenges insofar as the inherited cultural and institutional frameworks of these countries differed from what western European and North American executives are familiar with. More recently, the 2008 global financial crisis and 2011-2012 Eurozone crisis have thrown many of the conventional ideas about economic policy and business development into change and confusion. All of these factors make the region a valuable laboratory within which to consider the multifarious nature of management in the global economy.

BUAD 843 (Special Topics in Global Business) focuses on the institutional framework of business in central Europe, and the implications of that framework for business in central European countries. In short, the class focuses on learning about the formal institutions (e.g.,
national and pan-European political, regulatory, and economic systems) and informal institutions (e.g., inherited cultural and behavioral norms). By better understanding the institutional framework of central European business, managers can make better strategic and operational decisions when conducting business in this region, and gain practical experience in grasping the influence of cultural and institutional influences on business.

**Logistics:** Class meetings will take place in Delaware and in Europe. Class meetings in Delaware will be formally scheduled, while meetings in Europe will be both formally scheduled and arranged in somewhat spontaneous, informal fashion during our travel, as appropriate.

**Expectations:** Apart from the specific assignments listed below, there are several general expectations that hold for students. Meeting these expectations will help you get the most out of the program; failing to meet these expectations will substantially affect your grade for each course, as follows:

Failure to fulfill the behavioral expectations of the study abroad portion of the courses (listed below) will result in a grade of F (zero points) for the participation portion of your grade in BUAD 843 (and also in BUAD 840/867).

Failure to fulfill the academic honesty expectations of the University will result in a grade of F for BUAD 843 (and for BUAD 840/867, if the same problem appears in that context).

These are essential behavioral expectations for the study abroad program which apply to this course and the other courses in the program:

1. **Behavior that at all times is polite and unobtrusive**, being sensitive to local expectations in the places the class visits. For example, some places we visit are characterized by more formal and subdued behavior than characterizes American culture; be aware of how well you are fitting in.

2. **Respectful behavior to our hosts and the various other people we deal with.** People in other cultures do not necessarily share Americans’ sense of urgency in getting things done, or Americans’ expectations for friendly behavior or competent customer service, and certainly not Americans’ occasional sense of self-importance. Don’t criticize a host (or clerk) for what might be “standard operating procedure” in a particular locale. We visit places that often are less well off than the U.S.; learn to put up with minor annoyances that might reflect this lack of resources, and don’t do things that might suggest you’re flaunting wealth. Be patient with on-site coordinators if they seem bossy; they’re just trying to make sure you all get to where you need to be.

3. **Alert and active involvement in our various meetings and visits in Europe.** Our guest speakers and company officers take time out of busy days to meet with us; it is only fair that you devote careful attention to what they say. This in turn has implications for your use of free time; it will be harder to stay alert at a 9AM meeting if you’ve been out all night.

4. **Realism about what you can and cannot do.** Our weekdays generally will be quite full with meetings and activities (and getting to and from them). You should expect
that there will be many nearby interesting tourist-type places to visit and things to do that you simply cannot accomplish. But remember that you are getting 6 academic credits in this two-week period (plus several meetings in Delaware). If you want more than the weekends for sightseeing, you should plan to arrive earlier in Europe or leave later. So please do not complain that you did not get to go to a particular museum, etc.

5. **Academic honesty**: Your grades for the courses are intended to show what you have learned. Thus, students should not do anything which involves taking credit for the work of others. In short, insofar as you rely on the work of others in completing your own assignments, you need to indicate so in an appropriate way (e.g., footnotes or in-line references in a written work; verbal attribution in a presentation). In these classes you will be held accountable to the University’s standards for academic honesty; these can be found in detail on the University’s website. Examples and other details of what constitutes academic dishonesty can be seen at [http://www.udel.edu/judicialaffairs/ai.html](http://www.udel.edu/judicialaffairs/ai.html).

6. In addition, you are expected to act in conformity to all other applicable university policies for student behavior (as explained, for example, by the University’s Institute for Global Studies (formerly the Center for International Studies)).

7. With particular regard to alcohol consumption, excessive consumption of alcohol will not be tolerated under any circumstances, even if it is “after hours.” Excessive consumption of alcohol will be dealt with most harshly (possibly including removal from the program) if it impacts negatively your behavior towards or interaction with classmates, faculty, hosts, guest speakers, local residents, representatives of organizations visited, or any other individual or aspect of the program, or the property of these individuals and organizations. This includes being too “hung over” to be an active participant in classes and meetings.

**Assignments & Grading:**

Assignments are oriented toward (1) preparing you to get the most out of your time in Central Europe; (2) helping you to understand what you hear and see while visiting companies and institutions in Europe; and (3) making sense of what you learned during the study abroad program. General requirements applicable to all courses in the study abroad program are listed below, followed by specific assignments for BUAD 843:

**General requirements for all courses in the study abroad program:**

1. **Attendance at all class meetings and orientation sessions** in the U.S. and Europe (before, during, and after travel), unless you make special prior arrangements with the instructor. If you must miss a substantive class (as opposed to a meeting about travel arrangements or other logistical matters), you will be expected to complete an additional assignment in satisfactory fashion (e.g., providing a written summary of some additional readings on the class topics you missed). Also, if you don’t attend class, it will affect your ability to participate in discussion (see below).

2. **Completion of reading and video assignments**. If you don’t do the readings or watch the videos, you’ll be hampered in participation (see below).
Active participation in all discussion and activities of the program, in accordance with the behavioral expectations outlined above: Perhaps the most significant aspects of the program are the guest lectures in Europe and visits to companies and institutions abroad. You are expected to be attentive to what you learn about business and management practices, cultural matters, political issues, social conditions, and the interaction among these, and to take an active role in any opportunities for questions and discussion. Participation will count for 50% of your grade in BUAD 843 (and 50% in BUAD 840/867).

Requirements specific to BUAD 843:

1. Pre-departure writing assignments: In December you will receive a list of several questions designed to get you thinking about some of the issues and insights in the pre-departure readings. You will be required to write essay answers to these questions. Completed answers must be emailed to me by 6PM on January 7, 2013. (15% of grade for BUAD 843).

2. Company/institution meeting discussion: Students will be assigned to be in charge of each of our visits to companies or institutions, or each session with a guest speaker. Being in charge means (a) making sure that the rest of the class has good background information on the visit; and (b) making sure, in the event of time for questions and discussion, that as a group we have some intelligent questions to ask, and taking the lead in asking those questions. To do this, you should prepare a one page briefing document (summary of issues plus list of discussion questions) to be distributed to the rest of the class by email on January 10, 2013. (5% of grade for BUAD 843). Also, you should bring enough paper copies of this with you to Europe, for distribution to the class there.

3. Exam: You must complete an extensive “take-home” essay exam. You will receive this prior to departure for Europe, so you can be thinking about the exam questions throughout the travel program. (You might, however, receive additional exam questions after the end of the travel portion of the program.) The exam will ask you to integrate what you experienced in Europe with the reading assignments. Although the exam will require essay answers to multiple questions, it will be akin to a typical “term paper” in terms of overall expectations. The due date for the exam is noon, February 4, 2013. If you need extra time, I am willing to extend the due date until mid-March. However, extending the due date will mean that you receive a temporary “incomplete” grade on your transcript. After your exam is completed, the “incomplete” will change to a normal letter grade. (However, if you do not complete the exam, the “incomplete” course grade eventually will automatically change to an F.) (30% of grade for BUAD843)

Schedule: Schedule information will be distributed separately.

Topics, Readings, and Videos:

Below are listed topics and readings for the classes. Although some of the topics will be considered on specific dates, most will be discussed as opportunities occur while we are in Europe. Also, because the nature of a study abroad program is to treat our travel time itself as a
means of learning, the majority of the readings are provided as background and analysis. As such, we may not discuss them explicitly during the program, but they are important to understanding what you encounter. And, obviously, the more you read or view before visiting central Europe, the more observant you’ll be able to be while there. Additional readings may be assigned as seems appropriate. Note: some of the readings must be completed prior to departure; others are to read either during the trip or after you return.

Access to readings:

Some of the readings and videos are at various websites; simply click on the link included in the electronic version of this syllabus.

The remaining readings are available for free, online, via the University library’s online databases (www.lib.udel.edu). Unless otherwise indicated, all articles are available through the Business Source Premier database. If the syllabus says you should access the article through the library’s list of electronic journals, follow the “electronic journals” link on the library home page. If you access an article via the electronic journals link, you’ll need to follow links to the journal title (e.g., Social Problems), and then to the particular issue (e.g., February 1999), and then to the specific article in that issue. If you use one of the online databases, you’ll need to search for the article by using keywords (e.g., author’s last name and/or a few words or a phrase from the title).

All listed articles from the Financial Times can be accessed from the Financial Times website by following the links provided in the syllabus (free registration required). You also can search the FT website; just enter the author’s last name (if any) and some key words (or a phrase) from the title in the search box.

Articles from The Economist can be accessed through the university library’s Business Source Premier database or by following the direct links provided in the syllabus. In the first row search boxes, select “Economist” and the “publication name” option. In the second (and perhaps third) row, enter a key word or an exact phrase from the article title. (Do not enter multiple key words on one line, or it will search for that exact, and probably nonsensical, phrase.) If you find that the Economist website says you have reached a maximum number of articles read, try again after deleting your web browser’s cookies.

Articles (in English) from Der Spiegel (Germany) may be accessed simply by following the link in the syllabus.

Also, note that publication dates in the syllabus might be off by a couple of days from what you find when you search. This is because print and online versions sometimes have slightly different publication dates.

You also can find many, if not all, of the Financial Times and Economist articles through the LexisNexis Academic database available from the library’s databases page. When you get to the LexisNexis home page, use the “easy search” option. Make sure you’re searching “major world publications” and specify the appropriate years for the date range. Then enter a few search terms
from the article, including the publication name. For example, for the article by Wagstyl titled “Lies haunt a reformer’s grip on power,” search on something like Wagstyl, “lies haunt,” Financial Times, and you’ll be taken to the article (or a list containing the article). Or, use the “power search” option, select “natural language”, and enter all or part of the article title in quotation marks. (Using “power search” helps eliminate many unwanted search results.) Make sure you have the proper range of search years selected; on “easy search” the default date range might miss earlier options.

**IMPORTANT:** In order to use the library’s online resources, the University computer system must recognize you as a university student. At some point in your searching, you will be asked for your university computer system user id and password, to verify your student status.

**Reading Assignments**

**General background readings and videos on central Europe, for both BUAD 843 and BUAD 840/867 – read or view before arrival in Prague:**

**Required:** It is difficult to understand contemporary business issues, practices, and attitudes in the countries we visit without knowing something of their recent tumultuous experiences (World War II to the present). In general, all of the countries we visit share a linked past; for example, for decades leading up to the end of the First World War (1918) all were part of the greater Austrian Empire (also called Austro-Hungarian Empire, or Habsburg Empire). Loss of the war in 1918 brought (a) division into smaller nation states (Austria, Hungary, and Czechoslovakia), (b) the end of monarchy, (c) growing economic chaos, and (d) growing political tensions between traditionalists (e.g., monarchists), communists, fascists (Nazis) and others. World War II saw the entire region fall to (and sometimes willingly embrace) the Nazis. World War II also saw massive suffering and destruction in the region. By the end of the war, troops of the Soviet Union (USSR) occupied most of the territory of the region, and the infiltration or intimidation of government and non-governmental institutions by Soviet communist operatives. Except in Austria, this led to Soviet communists taking dictatorial political power in all countries of central Europe (including eastern Germany, which had been occupied by Soviet troops).

From the late 1940s until 1989 the region (except for Austria) was part of the Soviet Union’s Warsaw Pact zone of satellite countries (along with Poland, East Germany, and others). (By agreement among the USSR, USA, UK and France, Austria became a demilitarized neutral country.) There were differences within this Warsaw Pact zone, with Hungary usually being viewed as more liberal and open than the other countries, and Poland keeping an independent and somewhat influential church while East Germany and Czechoslovakia suffered stronger dictatorships. Both Hungary (in 1956) and Czechoslovakia (1968) experienced attempted liberalizing revolutions, both of which were put down by Soviet-led troops. For a variety of reasons we will discuss in our classes (and that are discussed in the assignments), the Soviet-dominated system collapsed in 1989, and the various countries, in very different ways, embarked on transitions to democratic polity and generally open markets (and Czechoslovakia split into the Czech and Slovak Republics).

All of this tumultuous history had a major impact on culture and thought that continues to have impacts today, and so it is important to have a sense of what life was like before 1989 in order to understand life today and its problems. These readings and videos aim to give you a
sense of that pre-1989 situation. Note: some of them focus more on East Germany or other Soviet-bloc countries, but these readings still provide a good general insight into life in communist central and eastern Europe.

**Historical/cultural background videos (total viewing time about 3 hours)**

**Part 1. The division of Europe & life “behind the iron curtain”**

- **Life under communism** [http://www.fondapol.org/en/category/fondapol-tv-en/remembering-communism/](http://www.fondapol.org/en/category/fondapol-tv-en/remembering-communism/) (view the interviews with residents of Hungary, Czech Republic, and Slovakia, named Abols, Slavicek, Wiesner, and Melusova; about 7 to 12 minutes each; the interviews from other countries are interesting also)

- **The Wall.** [http://video.pbs.org/video/1530672088/](http://video.pbs.org/video/1530672088/) (about one hour long—the focus is on East Germany, but you’ll get a good sense of the Soviet bloc world).

- **Anne Applebaum, “True believers: Collaboration and opposition under totalitarian regimes”; talk at London School of Economics, October, 2012. Note: you may skip the first five minutes, which involve an LSE official giving a long introduction to Anne Applebaum. (25 minutes without introduction)** [https://www.youtube.com/watch?v=lN3Znyj6uP0](https://www.youtube.com/watch?v=lN3Znyj6uP0)

**Part 2. Hungarian revolution, 1956, and life in Hungary**

- **BBC interviews with 1956 participants:** [http://www.youtube.com/view_play_list?p=217E68E9EAC9B3A6](http://www.youtube.com/view_play_list?p=217E68E9EAC9B3A6) (view all 5 parts; about 90 seconds each)

- **1956 summary** [http://www.youtube.com/watch?v=LVdQ9PKQ5Qo](http://www.youtube.com/watch?v=LVdQ9PKQ5Qo) (about 10 minutes)

- **Interviews with 1956 participants; also material on how it is viewed by Hungarians today** [http://www.youtube.com/watch?v=JDO-DmzxDw&feature=related](http://www.youtube.com/watch?v=JDO-DmzxDw&feature=related) (about 5 minutes)

  - **Optional:** Interviews with Ohio Hungarian-Americans about 1956 (in context of opening of a Hungarian-American museum). [http://www.youtube.com/watch?v=rXYiHChxUlw&feature=related](http://www.youtube.com/watch?v=rXYiHChxUlw&feature=related) (about 10 minutes)

**Part 3. Prague 1968 revolution**

- [http://www.youtube.com/watch?v=SVIp5IUiJhCs&feature=relate](http://www.youtube.com/watch?v=SVIp5IUiJhCs&feature=relate) (about 10 minutes)

**Part 4. Austria**

- **Seventy years of Austrian history in 2 minutes** [http://www.youtube.com/watch?v=cHCpMfLVzos](http://www.youtube.com/watch?v=cHCpMfLVzos)

- **1938 Czech Radio report announcing unification (Anschluss) of Austria with Nazi Germany; the Nazis occupied Czechoslovakia later that year:** [http://www.youtube.com/watch?v=A5LgbIv1EV8&feature=related](http://www.youtube.com/watch?v=A5LgbIv1EV8&feature=related) (10 minutes)

  - **Optional:** Unification (Anschluss) of Austria with Nazi Germany [http://www.youtube.com/watch?v=WR9TObQA-4M&feature=related](http://www.youtube.com/watch?v=WR9TObQA-4M&feature=related) (3 minutes)

**Part 5. 1989—the collapse of Communism in Europe**

- General overview; includes interview with Hungarian prime minister about 1989 changes: [http://www.youtube.com/watch?v=EtrRW1vNafpI](http://www.youtube.com/watch?v=EtrRW1vNafpI) (6 minutes)

- **The Hungarian/Austrian border in 1989 and before:** [http://www.youtube.com/watch?v=Zugooefj6lg&feature=related](http://www.youtube.com/watch?v=Zugooefj6lg&feature=related) (90 seconds)
**Optional:** Prague in 1989 (collection of news reports from 1989)
http://www.youtube.com/watch?v=bPyKuGXppsA&playnext=1&list=PLA046B
D2236BFA68E&index=1 (7 minutes)

Part 6. Sample cultural issues today

Nationalist tensions haven’t entirely disappeared: “The other side: Slovakia/Hungary”
https://www.youtube.com/watch?v=z7RjQGW5_NI (6 minutes) and
“Hungary/Slovakia: Passports Without Rights”
https://www.youtube.com/watch?v=wduAC6XJBGk (both from Deutsche Welle)
(5 minutes)

Minority issues with the Roma (also called Gypsy) population; the example is Hungary, but similar problems occur in most countries in the region:

**Optional:** World War II issues haven’t completely disappeared from the region; this news story covers the difficulties Czech’s have recognizing their post-war atrocities against ethnic Germans living amidst them. (9 minutes)
https://www.youtube.com/watch?v=mGMOpI1EJZs

**Historical/cultural background readings:**

Part 1. General information

Skim the Wikipedia articles on Austria, Hungary, Czech Republic, and Slovakia, paying closer attention to material on 20th century history, the economy, and culture (en.wikipedia.org – enter the country name as search term; note—for more, and sometimes more accurate detail, see the Encyclopedia Britannica articles on these countries (free online, but registration required))

Part 2. Soviet Communist years

Scruton, Sleeping cities (City Journal, summer 1999) (www.city-
journal.org/html/9_3_urbanities_sleeping_cities.html) In this memoir, British scholar Roger Scruton describes the impact of Soviet Communist domination on the region.

http://www.economist.com/node/13005172

**Optional:** Karacs, Stasi files revisited: The banalities and betrayals of life in East Germany. Der Spiegel, 6 November 2009. Although this report is from East Germany, it gives a good general idea of how life was controlled in many ways by the secret police across Soviet-dominated central and eastern Europe.
http://www.spiegel.de/international/germany/0,1518,659708,00.html

Part 3. 1989—the collapse of Soviet Communism

http://www.spiegel.de/international/europe/0,1518,627632,00.html How Hungary made the first cut in the Iron Curtain between East and West Europe.

http://www.spiegel.de/international/europe/0,1518,622651,00.html Analysis of
why Poland and Hungary were the first countries to break from the Soviet bloc in 1989.

Part 4. Disputing recent history

Bonstein, Homesick for a dictatorship: Majority of eastern Germans feel life better under communism. Der Spiegel, 3 July 2009.
http://www.spiegel.de/international/germany/0,1518,634122,00.html

Optional: Mason, Hungary’s Battle for Memory. History Today, March 2000 (find via library’s Electronic Journals listing). The author summarizes the contested nature of Hungarian history through a short summary of the way various historical figures and monuments have been treated.

Optional: other sources of general information: There’s nothing systematic in the following comments; these are simply things I’ve stumbled upon one way or another relevant to central Europe. For a fairly quick overview of the entire region, consult the history and culture sections of travel guidebooks for each country. Also see the links to official tourism sites that can be found on the program web page (www.buec.udel.edu/weaverg/winter13mba.htm). For more detail on history and culture, Inge Lehne and Lonnie Johnson’s Vienna: The Past in the Present tries to show how present-day Vienna’s culture, behavior, and appearance has roots in its past. If you can find it, the out-of-print The Intelligent American’s Guide to Europe, by Erik von Kuehnelt-Leddihn, has an interesting (if idiosyncratic) overview chapter on the former Hapsburg monarchy countries (Austria, Hungary, and the former Czechoslovakia) covering origins to the late 1970s. (To American minds this will seem idiosyncratic because the author – an Austrian historian – was an unapologetic defender of the monarchy.) Also recommended: Paul Lendvai’s The Hungarians: A Thousand Years of Victory in Defeat. (The author is a Hungarian journalist who has lived outside of Hungary since 1956). Miklos Molnar’s A Concise History of Hungary covers similar issues, but is shorter (and less critical).

Optional: Websites for US, UK, Canadian and other English-speaking countries’ embassies in these countries have links to information. US-generated information can be found at http://www.state.gov/misc/list/index.htm. Also, the US Central Intelligence Agency publishes briefing documents on all countries, outlining basic facts on each country. Just “google” (for example) CIA Factbook Austria (or Hungary, etc.).

Optional: English language newspapers in the region -- Prague and Budapest both have English language newspapers that are available online (www.praguepost.cz) and www.budapestsun.com. Also check out the Budapest Business Journal (www.bbj.hu). Austria has English language online news at www.austriantimes.at and http://austriatoday.at.

BUAD 843 -- Topics & Readings

* Items marked * should be read prior to arrival in Europe; other items will be relevant to your post-travel writing assignments. Also, note the dates of the publications; those from 2007 and earlier reflect a more optimistic, pre-financial crisis outlook for the region.

Topic: Background information: The framework of business in Hungary, Slovakia and the Czech Republic
In the library’s online databases (www.lib.udel.edu/db), search for the “Country Reports” database. These are reports of current economic, political, and financial situations in each country, from the Economist (UK) news magazine. Skim the most recent Hungary, Slovakia and Czech Republic profiles, and stop to read sections on topics that interest you.

*Economic Transition & Privatization*—these readings are a bit dated, but still give a good sense of the individual, organizational and social stresses of the transition from centrally planned to open market economics in the region


*Central & Eastern Europe in the larger European economy*


*Read several articles of your choice from any of the following Financial Times regional reports:

Investing in Central and Eastern Europe 2012

Central & Eastern Europe Banking and Finance 2012

Central & Eastern Europe Banking and Finance 2011

*Central & Eastern Europe in the European Union: current issues & tensions (other than the Euro crisis, which is covered in a separate section below)*


*European Union & Eurozone (EMU) basics*

Use the link near the bottom of the page to download the free .pdf file for “Europe in 12 lessons”. You might also find links on the following page helpful, especially the one for the dictionary of Eurojargon:
http://europa.eu/abc/index_en.htm

*Overview of the European Union:
http://www.britannica.com/EBchecked/topic/196399/European-Union

*Stauffer, What is the European Monetary Union?
http://ebook.law.uiowa.edu/ebook/faqs/what-is-the-european-monetary-union
(no author) The quest for prosperity: Europe’s economy has been underperforming. But whose fault is it? *Economist* 15 March 2007.
http://www.economist.com/node/8808044 (status of EU economies in 2007, i.e., pre-recession)

http://www.economist.com/node/9832900?story_id=9832900


European Union/Eurozone: Political Tensions & Economic Crisis—differing views on how the current Eurozone and EU crises developed, and on how to address them

**Basics of the current Eurozone crisis:**

*VIDEO* The Greek Debt Crisis (watch all four parts; 30 minutes total):

*Greece’s debt crisis odyssey. BBC News, 22 September 2011.
http://www.bbc.co.uk/news/business-14977728


http://www.economist.com/node/21528269  good summary

Gave, Was the demise of the USSR a negative event?
http://www.scribd.com/doc/31813288/Was-the-Demise-of-the-Soviet-Union-a-Negative-Event  (Parts 1, 2 and 3 are the important parts in this, for providing a sense of the underlying tensions in the “European project”; part 4 is highly speculative.)

Tabellini, Fighting the Eurozone’s infectious disease.  

**Business impacts of the Eurozone crisis:**

http://www.economist.com/node/21564237?bclid=0&bctid=1878426296001


The current state of the Eurozone crisis; some of these discussions are optimistic, some pessimistic:


**VIDEO:** *The Economist* video discussion of the Euro crisis following the German court decision allowing European Central Bank relief measures (European Stability Mechanism, or ESM) to go forward. (9 minutes)  

http://www.ft.com/intl/cms/s/0/c7dfaa26-f59f-11e1-a6bb-00144feabdc0.html


Saving the Euro: Germany’s central bank against the world. *Der Spiegel*, 15 November 2011. [http://www.spiegel.de/international/europe/0,1518,797666,00.html](http://www.spiegel.de/international/europe/0,1518,797666,00.html)

**Future prospects for the Euro zone:**

*VIDEO* *Financial Times* discussion: Euro-thanasia (5 minutes)  


**Country specifics**

**Hungary:**

Special reports on Hungary. *Financial Times*, 2008, 2009 and 2010. Read several articles of interest to you from these reports.  
[http://media.ft.com/cms/de6a2c26-e01c-11de-9d40-00144feab49a.pdf](http://media.ft.com/cms/de6a2c26-e01c-11de-9d40-00144feab49a.pdf)  
*Economy of Hungary (skim this for the major points).  Wikipedia.

*VIDEO Hungary’s immigration from China (from Deutsche Welle) (5 minutes)
https://www.youtube.com/watch?v=1s2rUeVW8e0

*VIDEO Mercedes-Benz in Hungary (from Deutsche Welle) (5 minutes)
https://www.youtube.com/watch?v=UTxQ25G6pNM

*VIDEO Impact of the financial crisis on Hungarian business, seen through the eyes of German companies in Hungary (Deutsche Welle) (4 minutes)
https://www.youtube.com/watch?v=6031TUAESjA

*VIDEO Environmental problems: The Toxic Sludge Spill in Eastern Hungary (90 seconds) (Euronews) https://www.youtube.com/watch?v=n8AAHG0_KOc

*VIDEO Hungary on the edge (Hungary’s public finance problems) (from Financial Times) http://video.ft.com/v/1367628017001/Hungary-on-the-edge (4 minutes)

VIDEO Hungary: Triumph for the Hungarian Right (from Deutsche Welle)
https://www.youtube.com/watch?v=hT53JBZqXrU (3 minutes)

Czech Republic:

*Special reports on Czech Republic.  Financial Times, 2008 and 2009 and 2011. Read several articles of interest to you from these reports.
http://media.ft.com/cms/1ebebc94-e412-11de-bed0-00144feab49a.pdf
http://media.ft.com/cms/d42f87c4-cc4a-11dd-9c43-000077b07658.pdf

*Economy of the Czech Republic (skim this for the major points).  Wikipedia.

http://www.spiegel.de/international/business/0,1518,682530,00.html

*VIDEO Czech Republic: Doctors want to emigrate (from Deutsche Welle)
https://www.youtube.com/watch?v=9BHFEkYQ3ZI (5 minutes)

VIDEO Czech Republic: Budweiser under threat (from Deutsche Welle)
https://www.youtube.com/watch?v=bNP5GefWnm4&playnext=1&list=PLEF667747F7BBCAD3&feature=results_video (4 minutes)

Austria:


*Read several articles of your choice from any of the 2008, 2009, 2010, 2011 or 2012 Financial Times reports on doing business in Austria:
http://www.ft.com/reports/austria-2010;
http://www.ft.com/intl/reports/austria-2011;
Slovakia

http://www.economist.com/blogs/easternapproaches/2012/05/slovakias-new-government

Read several articles of your choice from any of the 2008 and 2009 *Financial Times* reports on Slovakia http://www.ft.com/reports/slovakia;
http://www.ft.com/reports/slovakia2008

*VIDEO. The state of Slovakia in 2009 (from Deutsche Welle) (5 minutes)
https://www.youtube.com/watch?v=-LAt3t7jra8

VIDEO Slovakia’s transition to the Euro (January 2009; from Deutsche Welle)
https://www.youtube.com/watch?v=1WAzukpYKV0 (5 minutes)

*The economic future of central and eastern Europe*

http://www.economist.com/node/8032834

http://www.ft.com/cms/s/0/2133b94a-e144-11df-90b7-00144feabdc0.dwp_uuid=bd2f85d2-8e90-11db-a7b2-0000779e2340.html