

## COURSE SYLLABUS

# Sweden in the Global Economy, 7.5 credits

*Sweden in the Global Economy, 7,5 högskolepoäng*

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Course Code:	ECNK13	Education Cycle:	First-cycle level
Confirmed by:	Council for Undergraduate and Masters Education Jan 4, 2013	Disciplinary domain:	Social sciences (75%) and natural sciences (25%)
Revised by:	Council for Undergraduate and Masters Education Oct 22, 2014	Subject group:	NA1
Valid From:	Jan 19, 2015	Specialised in:	GIF
Version:	2	Main field of study:	Economics

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### Intended Learning Outcomes (ILO)

On completion of the course the student will be able to:

#### *Knowledge and understanding*

- describe basic institutions of the Swedish economy
- discuss insights into the development of the Swedish economy during the past century
- identify the fundamental changes in Swedish monetary and financial policy from 1990 and onwards
- the contemporary Swedish economy with the help of economic theory
- clarify the ideas behind the Rehn-Meidner model which governed economic policy from 1950 and several decades after
- assess the Swedish labour market policy and the pertinent rules of conduct

#### *Skills and abilities*

- To assess the Swedish labour market policy and the pertinent rules of conduct.
- To analyze analyse the contemporary Swedish economy with the help of economic theory.
- To critically assess academic literature and draw conclusions from it.
- To formulate academic writing on the topics of the course based on aforementioned academic literature.

#### *Judgement and approach*

- Independently find academic literature of high standard and relate to it.
- Identify the motives and driving forces of the major politically oriented non-governmental organizations in Sweden.
- Realize Realise the difference between economic theory and economic policy.

### Contents

The course starts with the industrialization process in Sweden in the late 19th century, discussing economic growth from a theoretical as well as from an empirical perspective. The historical background also helps explaining the industrial structure of Sweden. Later on in the course other aspects of the industry, such as geographical distribution, ownership structure and international trade will also be covered. The course covers some macro perspectives of the economy, and issues such as stagflation,

devaluations but also the poor growth records of the 1970s and 1980s are discussed. An essential concept in the post-war period has been the Swedish Model and the welfare state. This is covered by the Rehn-Meidner model and an analysis of the labour market.

### Type of instruction

Lectures and seminars.

The teaching is conducted in English.

### Prerequisites

30 credits in Business Administration or Economics including Macroeconomic 7,5 credits and Microeconomics 7,5 credits (or the equivalent).

### Examination and grades

The course is graded A, B, C, D, E, FX or F.

Non-mandatory written assignment

This is a group assignment evaluating the students knowledge of the subject and how well the student can relate economic history to economic theory and methodology.

Mandatory take-home exam

The take home exam assesses the entire skill set the student should possess after completing the course. Special attention is given to analytical skills and the ability to relate empirical examples to economic theory.

Registration of examination:

Name of the Test	Value	Grading
Examination <sup>1</sup>	7.5 credits	A/B/C/D/E/FX/F

<sup>1</sup> Determines the final grade of the course, which is issued only when all course units have been passed.

### Course evaluation

It is the responsibility of the examiner to ensure that each course is evaluated. At the outset of the course, evaluators must be identified (elected) among the students. The course evaluation is carried out continuously as well as at the end of the course. On the completion of the course the course evaluators and course examiner discuss the course evaluation and possible improvements. A summary report is created and archived. The reports are followed up by program directors and discussed in program groups and with relevant others (depending on issue e.g. Associate Dean of Education, Associate Dean of faculty, Director of PhD Candidates, Dean and Director of Studies). The next time the course runs, students should be informed of any measures taken to improve the course based on the previous course evaluation.

### Other information

Academic integrity

JIBS students are expected to maintain a strong academic integrity. This implies to behave within the

boundaries of academic rules and expectations relating to all types of teaching and examination.

Copying someone else's work is a particularly serious offence and can lead to disciplinary action. When you copy someone else's work, you are plagiarizing. You must not copy sections of work (such as paragraphs, diagrams, tables and words) from any other person, including another student or any other author. Cutting and pasting is a clear example of plagiarism. There is a workshop and online resources to assist you in not plagiarizing called the Interactive Anti-Plagiarism Guide.

Other forms of breaking academic integrity include (but are not limited to) adding your name to a project you did not work on (or allowing someone to add their name), cheating on an examination, helping other students to cheat and submitting other students work as your own, and using non-allowed electronic equipment during an examination. All of these make you liable to disciplinary action.

## **Course literature**

### *Course literature*

Magnusson, Lars (2004) Sveriges Ekonomiska Historia (ISBN 9172970529)

Magnusson, Lars (2006) Economic History of Sweden

Any version of this book will be sufficient for the class. In addition to this book a number of articles and papers will be added to the literature list. Information on how to retrieve these will be given in class.