



**SUBJECT DATASHEET**

**GLOBAL DEVELOPMENT TRENDS**

**BMEGT30BX4T001-00**

# I. SUBJECT DESCRIPTION

## 1. SUBJECT DATA

### Subject name

GLOBAL DEVELOPMENT TRENDS

### ID (subject code)

BMEGT30BX4T001-00

### Type of subject

Contact lessons

### Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	2
Practice	0
Laboratory	0

### Type of assessment

mid-term  
grade

### Number of credits

3

### Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
Dr. Ligeti Zsombor	associate professor	ligeti.zsombor@gtk.bme.hu

### Educational organisational unit for the subject

Department of Economics

### Subject website

<https://edu.gtk.bme.hu/local/tad/view.php>

### Language of the subject

magyar - HU, angol - EN

### Curricular role of the subject, recommended number of terms

Programme: **Any programme**

Subject Role: **Compulsory elective**

Recommended semester: **0**

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### Direct prerequisites

**Strong** None

**Weak** None

**Parallel** None

**Exclusion** None

### Validity of the Subject Description

Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 580501/3/2025 registration number. Valid from: 2025.07.10.

## 2. OBJECTIVES AND LEARNING OUTCOMES

### Objectives

The course aims to address three main areas of multidimensional social and economic development that are relevant to the Sustainable Development Goals and relevant to all, such as economic growth, the dynamics of poverty and inequality, demographic trends, environmental challenges, urbanization, education and health, and policies and institutional systems that promote and hinder development. The second aim is to introduce students to the application of empirical data analysis using the examples of various development theory indicators and various country rankings. Finally, building on the above knowledge and skills, the aim is to provide students with a comprehensive and up-to-date approach that will help them navigate the national and international trends and policies of the 21st century.

### Academic results

#### Knowledge

1. indicators and stylized facts of international development trends,
2. models of classical international economics and their limitations,
3. methodology of regression calculations on international data and in international comparisons,
4. main current directions and theoretical trends in development economics,
5. instruments of applied development policies and their welfare effects,
6. instruments and effects of international economic policy in relation to both developed and developing countries.

#### Skills

1. compile an independent international data set and perform regression analysis,
2. calculate and interpret different rank correlations (Pearson, Spearman and Kendall),
3. analyze the advantages and disadvantages of classical and modern development theories and models,
4. compare and comprehensively analyze economic and social development goals,
5. interpret the role and impact of national and international development policy within different institutional frameworks,
6. assess the impact of different economic policies in different historical, political and geographical conditions.

#### Attitude

1. The student
2. 1. is open to the use of information technology tools, to learning and accepting the methodology of regression and time series analysis models, and to authentically conveying it
3. 2. cooperates with the instructor and fellow students in expanding their knowledge
4. 3. expands their knowledge through continuous learning
5. 4. is open to critical thinking
6. 5. strives to learn and apply different economic approaches.

#### Independence and responsibility

1. The student is open to well-founded critical feedback.
2. The student collaborates with professionals from other disciplines when carrying out professional tasks.
3. The student applies a systems-based approach in their thinking.

### Teaching methodology

Lectures, computational exercises and communication in written and oral form. use of IT technics, optional: individual and in group problem solving.

### Materials supporting learning

- Todaro, Michael P. – Smith, Stephen C. (2020): Economic Development. (13th ed.) Addison-Wesley, London.
- Acemoglu, D. – Robinson, J. A. (2013): Miért buknak el nemzetek. A hatalom, a jólét és a szegénység eredete. HVG Kiadó Zrt., Budapest.
- Ajánlott:
- Banerjee, Abhijit V. – Duflo, Esther (2021): Jó közgazdaságtan a nehéz időkre. Jobb válaszok bonyolultabb kérdéseinkre. HVG Kiadó Zrt., Budapest.
- Egyéb oktatási segédanyagok elérhetősége: <https://edu.gtk.bme.hu/>

## II. SUBJECT REQUIREMENTS

### TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

#### General Rules

Assessment of learning outcomes described under 2.2. is based on two written mid-term tests during the semester

#### Performance assessment methods

Learning unit assessment: the complex assessment of knowledge, skills and attitude is written test containing a test part and an exercise part. The test part is intended to assess the knowledge of notions and principles, the exercise part is intended to assess students' problem solving. The precise form, content and assessment of the written test is to be determined by the lecturer in accordance with the subject responsible.

#### Percentage of performance assessments, conducted during the study period, within the rating

- 1. learning unit assessment: 50
- 2. learning unit assessment: 50

#### Percentage of exam elements within the rating

#### Conditions for obtaining a signature, validity of the signature

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#### Issuing grades

Excellent	91
Very good	86-90
Good	71-85
Satisfactory	56-70
Pass	40-55
Fail	0-39

#### Retake and late completion

The obligatory mid-term test can be retaken or made up according to the general rules of the university. In the case of a make-up paper, the grade for the make-up paper is the grade.

#### Coursework required for the completion of the subject

Contact	28
preparation for mid-term test	40
learning of written material	22

#### Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 07.07.2024.

# III. COURSE CURRICULUM

## THEMATIC UNITS AND FURTHER DETAILS

### Topics covered during the term

Subject includes the topics detailed in the course syllabus to ensure learning outcomes listed under 2.2. can be achieved. Timing of the topics may be affected by calendar or other circumstances in each semester.

- 1 Introducing economic development: A global perspective CH 1
- 2 Comparative economic development. CH 2
- 3 Classic theories of economic growth and development. CH 3
- 4 Contemporary models of development and underdevelopment. CH 4
- 5 Why nations fail? (Acemoglu–Robinson CH 1–5)
- 6 Obligatory mid-term assessment (written mid-term test)
- 7 Poverty, Inequality, and Development CH 5
- 8 Population growth and economic development CH 6
- 9 Urbanization and rural-urban migration. CH 7
- 10 Human capital in economic development. CH 8
- 11 The Environment and development CH 10
- 12 Development policymaking. CH 11
- 13 Obligatory mid-term assessment (written mid-term test)
- 14 Obligatory mid-term assessment (written mid-term test) – retake/make-up opportunity

### Additional lecturers

Kupcsik Réka egyetemi tanársegéd/assistant lecturer kupcsik.reka@gtk.bme.hu

Bánhidi Zoltán egyetemi adjunktus/senior lecturer banhidi.zoltan@gtk.bme.hu

### Approval and validity of subject requirements