2024/2025

COURSES LECTURED IN ENGLISH

Second cycle (*Mestrado*)

Last updated:
11 september 2024

Course unit	CODE	Scientific area	semester	ECTS	REMARKS (on page 3)
Actors and Peace and Processes	02031165	IR/International Relations	1	10	(*) (ii)
Corporate Finances	02638837	GES/Management	1	6	(*)
E-commerce	01661079	SI/Information Systems	1	6	
Economics, Environment and Sustainability	02047840	ECO/Economics	1	6	
Financial Economics and Risk Economics	01639509	ECO/Economics	1	6	(*)
Growth Economics	02047930	ECO/Economics	1	6	
Intermediate Econometrics	02639420	ECO/Economics	1	6	(*)
Intermediate Macroeconomics	02639403	ECO/Economics	1	6	(*)
Intermediate Microeconomics	02639414	ECO/Economics	1	6	(*)
International Business Strategy	02048049	GES/Management	1	6	(*)
Issues on Sociology of Politics and Democracy	02020684	SOC/Sociology	1	7,5	
People Management, Well-Being and Performance	02048084	GES/Management	1	6	(*)
Strategic Marketing in a Digital Environment	02048148	GES/Management	1 ~~2~~	6	(*)
Utilities Management	02638962	GES/Management	1	6	(*) (ii)
Violence, Peace and Security	02031176	RI/International Relations	1	10	(*) (ii)
Critical Intercultural Dialogue	02036741	SOC/Sociology	2	7,5	
Cryptocurrencies, Blockchain and Decentralized Finance	02048005	ECO/Economics	2	6	
Data Science for Economics and Business	02047877	QM/Quantitative Methods	2	6	(*)
Decision Analysis	02638826	GES/Management	2	6	(*)
Economics of Financial Institutions and Financial Systems	02639516	ECO/Economics	2	6	
Ethics, Social Responsibility & Sustainability	02047888	GES/Management	2	3	(*)
Global Interventionism	02031198	RI/International Relations	2	10	(*) (ii)
Industrial Organization	02047959	ECO/Economics	2	6	
Labour Economics	02640339	ECO/Economics	2	6	

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Leadership and Motivation	02661187	GES/Management	2	6	
Logistics Management	02048051	GES/Management	2 ~~1~~	6	(*)
Management Research	02048062	GES/Management	2	3	(*)
Quantitative and Qualitative Data Analysis	02048027	QM/Quantitative Methods	2	6	(*)
Regional Development	01640305	ECO/Economics	2	6	

IMPORTANT:
Students registered at the 2nd cycle studies at their home university will have priority in attending 2nd cycle courses from FEUC

For course units lectured in both 1st and 2nd semesters, students will only be allowed to enroll once, in one of the two semesters. Enrolment in both semesters is not allowed!

(*) ONE group (*turma*) lectured in English

(ii) COMPULSORY to be registered at **2nd cycle studies (MASTER)** at home institution

♦ **ALL courses in English have a limited number of places available**

♦ **semester dates:**
Semester 1 – from September until December
Semester 2 – from February until May

♦ **Further information and contents at**

https://apps.uc.pt/courses/en/index?q=&ou=FEUC&type=PRIMEIRO#courses_list
1st cycle/Bachelor (*Licenciatura*)

https://apps.uc.pt/courses/en/index?q=&ou=FEUC&type=SEGUNDO_CONTINUIDADE#courses_list
2st cycle/Master (*Mestrado*)

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1ST SEMESTER

Actors and Peace Processes

Code: 02031165

Scientific Area: International Relations / Political Sciences

ECTS: 10.0

Duration: First Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites
Knowledge of English.
Knowledge of techniques and styles of academic writing. General knowledge of contemporary international politics.

Teaching Methods
This seminar privileges documental analysis and academic bibliography, complemented by in-class debates.

Learning Outcomes
This seminar aims to introduce students to the relevant institutional, juridical and political frameworks governing international interventions, within contexts of peace missions and humanitarian and development initiatives. By identifying and analyzing those actors, their norms, interests and policies, which are central to the structuring of global interventionism, students should also develop a critical viewpoint of the current structure and its impact on power configurations at the global level.
The students should be able to:
- identify the most relevant actors in the management of post-conflict interventions, in different modalities;
- critically analyses their policies and approaches and their contribution to the current regime of global interventionism;
- identify and critically examine the instruments and policies chosen by these actors;
- understand center-periphery dynamics in the international system.

Syllabus
1. Introduction: Global Governance and Interventionism
2. Actors: norms, interests and policies of the current global interventionism regime
3. Peace and Security: actors, instruments and processes
3.1 United Nations
3.2 Regional Organizations
3.3 Contributing States
3.4 Private Military Companies
4. Development: actors, instruments and processes
4.1 Traditional and "emerging" donors (OCDE)
4.2 European Union
4.3 Regional Development Banks
4.4 Private organizations

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5. Humanitarianism: actors, instruments and processes
5.1 Humanitarian Non-Governmental Organizations
5.2 United Nations
5.3 European Union
5.4 State Actors
6. Critical reflections: the impacts of the liberal peace and the structural elements of power

Head Lecturer(s)
Sarah Carreira da Mota

Assessment Methods
Assessment
Periodic or by final exam as given in the course information: 100.0%

Bibliography
Clapton, W. 2014. Risk and Hierarchy in International Society: Liberal Interventionism in the Post-Cold War Era. London: Palgrave.
MacQueen, N. 2011. Humanitarian Intervention and the United Nations. Edinburgh University Press.
Fassin, D.: Pandolfi, M. (eds). 2010. Contemporary States of Emergency: The Politics of Military and Humanitarian Interventions. Zone Books.
Attinà, F. 2012. The Politics and Policies of Relief, Aid and Reconstruction. Contrasting approaches to disasters and emergencies. Palgrave.
Spear, J., Williams, P. (eds). 2012. Security and Development in Global Politics: A Critical Comparison. Georgetown University Press.
Duffield, M. 2014. Global Governance and the New Wars: The Merging of Development and Security (Critique. Influence. Change.) Zed Books.
Tschirgi, N. et al. (eds). 2009. Security and Development: Searching for Critical Connections. Lynne Rienner Pub. Weiss, T; Wilkinson, R. (eds.). 2014. Global Governance and International Organizations. Routledge.

Corporate Finances

Code: 02638837

Scientific Area: Management

ECTS: 6.0

Duration: First Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites
Not applicable.

Teaching Methods
Lectures for the introduction of concepts articulated with the resolution and discussion of practical cases of monitoring the subjects. The active participation of students is strongly encouraged, namely through the

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discussion of real cases, using online databases with economic and financial information about companies. A group project should be handed in and discussed in class.

Learning Outcomes

The course addresses, in a series of seminars, a variety of fundamental conceptual issues related to the financial policy of organizations. It is expected that students, as a potential stakeholder of an organization, acquire skills to assess the financial consequences of business decisions and collaborate in the financial policy formulation. Specifically, students are expected to develop skills in the field of securities valuation techniques, namely bonds and shares, develop basic skills to make strategic financial decisions and to use financial risk management instruments.

Syllabus

1. The financial environment: markets and instruments
2. Evaluation of obligations
3. Valuation of shares and rights
4. Strategic financial decisions
5. Short-term financial decisions
6. Financial planning
7. Financial risk management
8. Financial risk management instruments.

Head Lecturer(s)

Daniel Martins Geraldo Taborda

Assessment Methods

Assessment
Mini Tests: 40.0%
Project: 60.0%

Bibliography

Brealey, R., Myers, S., e Alan, F., 2020, Principals of Corporate Finance, 13th Ed (ou mais recente), McGraw Hill/Irwin.
Damodaran, A., 2014, Applied Corporate Finance, 4th Ed. (ou mais recente), Wiley.
Martins, A., Cruz, I., Augusto, M., Silva, P., e Gonçalves, P., 2016, Manual de Gestão Financeira Empresarial, 2ª Ed., Escolar Editora.

E-commerce

Code: 01661079

Scientific Area: Information Systems

ECTS: 6.0

Duration: First Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites

Not applicable.

Teaching Methods

The teaching methodologies used in this course involve exposition of contents and critical discussion of case studies. Unaccompanied study is also supported by interactive tools for self-assessment in a “blended learning” platform. In-class activities support both practical knowledge and group work.

Learning Outcomes

Electronic Business and Electronic Commerce are significant components of the current economic activity and which are growing in importance. The student should be able to recognize the several kinds of eBusiness applications, its advantages and challenges. Based on its historical evolution, it should recognize near future trends. Finally, it should be able to recognize and use the main technological tools used in the field. It should also acquire practical knowledge regarding the tools used for this task, and recognize challenges and concerns regarding implementation of these kind of solutions.

Syllabus

This is an ecommerce and e-business course unit, including:

- Introduction to eBusiness and eCommerce
- Electronic Markets and eCommerce Fundamentals
- eBusiness infrastructure and fundamentals
- eBusiness environment: legal, ethical and fiscal challenges
- Technological concepts
- eBusiness Strategy and Applications.
- “Inner” applications (B2B)
- “Outer” applications (B2C)
- “Costumer directed” applications (C2C)
- Practical applications
- Design and Implementation concerns

Head Lecturer(s)

Manuel Paulo Albuquerque Melo

Assessment Methods

Assessment
Exam: 30.0%
Class activities/e-shop: 30.0%
Project: 40.0%

Bibliography

LAUDON, Kenneth C. ; TRAVER, Carol Guercio — E-commerce 2020-2021: business, technology, society. 16th ed. Pearson, 2020. [5th ed (2008): BP 339.3 LAU].
CHAFFEY, Dave — Digital Business and E-Commerce Management. Pearson, 6th edition: (2015). [3rd ed. (2007): BP 339.3 CHA
TURBAN, E., OUTLAND, J., KING, D., LEE, J.K., LIANG, T.-P., TURBAN, D.C., 2017. Electronic Commerce 2018: A
Managerial and Social Networks Perspective, 9th. ed. Springer.

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Economics, Environment and Sustainability

Code: 02047840

Scientific Area: Economics

ECTS: 6.0

Duration: First Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites
Not applicable.

Teaching Methods
The lectures are organized to encourage students' active involvement in learning, fostering student- teacher and student-student interaction.
In some classes the theoretical contents are exposed, stimulating the discussion of their importance and validity. In others, theoretical knowledge is applied to discuss and analyze (real and/or simulated) problems, hence contributing to the course objectives' achievement.
Tutorial guidance is also available to students, in order to seek clarification, explanations, guidance for the essay or to debate a specific theme.

Learning Outcomes
Objectives:
Identify the main approaches in the disciplines that study the relationships between economy, environment and society.
Discuss environmentally sound solutions to global/regional problems with the identification of specific policies to promote sustainable development strategies.
Understand the (dis)advantages of the main approaches to the economics of pollution and the techniques of environmental economic evaluation.

Skills:
Ability to analyze and interpret information, critical reasoning and synthesis, communication and group interaction.
Capacity to carry out multidisciplinary work, with versatility and capacity for dialogue to act in response to the challenges posed by the complexity of environmental problems faced by today's society.
Technical capacity for analysis and resolution of environmental problems, contributing to the technical and/or political decision-making processes being based on scientific criteria.

Syllabus
1. Principles of the Neoclassical Economics approach Markets, efficiency and choice
Market failures
2. Sustainability: Foundational concepts, theories, and perspectives The Environment and the Economy
Economic Paradigms and Environmental Management The Ecological Economics perspective
Sustainable Development Goals
3. Energy, Economy and Environment
The transition from fossil fuels to renewable energy

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Economics of Pollution: taxonomy, efficient allocation and policy approaches
4. Total Economic Value of environmental resources Components of the Economic value: use and non-use values Environmental Valuation methods
The System of Environmental-Economic Accounting
5. Contemporary Environmental Issues and Challenges

Head Lecturer(s)
Luís Miguel Guilherme Cruz

Assessment Methods
Assessment
Tests: 30.0%
Research work: 70.0%

Bibliography
HARRIS, Jonathan; ROACH, Brian (2021), Environmental and Natural Resource Economics: A Contemporary Approach. 5th ed., Routledge.

HUSSEN, Ahmed (2018) Principles of Environmental Economics and Sustainability: An Integrated Economic and Ecological Approach, 4rd Ed., Routledge

Financial Economics and Risk Economics

Code: 01639509

Scientific Area: Economics

ECTS: 6.0

Duration: First Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites
Courses units: Financial Products and Markets.
Basic knowledge of mathematics and statistics for economics.

Teaching Methods
Theoretical-practical sessions using expositive methods, with audiovisual techniques, where basic concepts are presented and discussed and examples from the real markets are presented. Problem solving and practical exercises will also be performed. Students are
encouraged to solve problems and exercises as independently as possible. These sessions are complemented with periods of individual tutoring for clarification of doubts.

Learning Outcomes
This curricular unit is characterized as a medium level course on financial assets. It includes a critical discussion of the efficient market's theory, an overview of quantitative methods in finance, considers risk aversion in the context of utility theory, examines portfolio analysis,

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multi-factor asset pricing models, covers bond analysis and investment strategies, and introduces some approaches to investment decisions. The emphasis is on a thorough coverage of modern finance theory as applied to investment analysis.
On successful completion of this course, students will be able to:
(1) Apply utility theory to describe and analyze investment decisions under risk aversion.
(2) Describe and apply modern portfolio theory in practice.
(3) Describe and criticize the efficient markets hypothesis and behavioral finance theory.
(4) Apply different methodologies to create and manage stock and bond portfolios.

Syllabus

1. The fundamental principles of the financial decision.
2. Utility theory and attitudes to risk
3. Market microstructure and high frequency data
4. Portfolio analysis: theory and practice
5. The equilibrium in capital markets
6. Bond portfolio management.

Head Lecturer(s)

Fátima Teresa Castelo Assunção Sol Murta

Assessment Methods

Assessment
Frequency: 50.0%
Exam: 50.0%

Bibliography

Elton, E. J., Gruber, M. J., Brown, S. J. and Goetzmann, W. N. Modern Portfolio Theory and Investment Analysis. 9th ed., Wiley, 2014.
Bodie, Z., Kane, A. and Marcus, A. Investments. 12th ed., McGraw-Hill, 2021. Hautsch, N. Econometrics of Financial High-Frequency Data. Springer, Berlin, 2012.
Schmidt, A. B. An Introduction to Market Microstructure and Trading Strategies, Whiley, 2011

Growth Economics

Code: 02047930

Scientific Area: Economics

ECTS: 6.0

Duration: First Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites

Microeconomics, Mathematics.

Teaching Methods

Learning is based on the exposure and theoretical deduction of the models and their explanation in terms of economic intuition. In addition, several concrete cases are proposed for discussion and resolution. For example, concrete cases of forest management and management of fisheries stocks are used in the chapters on the management of renewable natural resources. In addition, students are challenged to choose a paper proposed within the program's topics and present it, explaining it in the classroom.

Learning Outcomes

1. Understand environmental problems as externalities and their consequences in economic policy
2. Be able to implement cost-benefit analysis
3. Formulate optimal management problems for non-renewable natural resources
4. Formulate optimal management problems for renewable natural resources
5. Understanding the influence of technological progress on pollution and climate change
6. Understanding the influence of climate change on economic performance
7. Know how to indicate appropriate economic policy measures in the face of concrete problems

Syllabus

1. Introduction: property rights, externalities and environmental problems
2. Cost-Benefit Analysis and other metrics
3. Optimal management of renewable resources
4. Optimal management of non-renewable resources
5. Climate Change and the transition to a less carbon intensive economy
6. Climate Change and Economic Performance
7. Climate Policy

Assessment Methods

Assessment
Frequency: 50.0%
Synthesis work: 50.0%

Bibliography

Tietenberg, Tom, and Lynne Lewis. Environmental and natural resource economics. Routledge, 2018.
Bergstrom, John C., and Alan Randall. Resource economics: an economic approach to natural resource and environmental policy. Edward Elgar Publishing, 2016.
Stern, Nicholas (2007). The Economics of Climate Change. Cambridge University Press

The list of scientific articles and/or reports from relevant institutions to case studies analysis and to complement the manuals will be supplied in the beginning of each semester.

Intermediate Econometrics

Code: 02639420

Scientific Area: Quantitative Methods

ECTS: 6.0

Duration: First Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites

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Econometrics.

Teaching Methods
Theoretical-practical lectures will approach theoretical lectures in the moments of exposure of concepts, theories and models; and will take the form of practical lectures when carrying out exercises and applied economics research.

Learning Outcomes
At the end of this curricular unit, the student is expected to be able to:
- Choose and apply appropriate estimation methods against the model to be estimated.
- Apply appropriate diagnostic tests.
- Analyze and manipulate basic expressions with stochastic elements. Skills to develop:

1. Specific

- Analyze the properties of statistical series and suggest suitable models.
- Present different estimation methods, discussing the advantages and disadvantages of each one in the face of the model to be estimated.
- Apply appropriate tests to the model under analysis.
- Use computer programs to estimate and analyze econometric models.

2. Generics

- Analyze data.
- Solve economic problems.
- Use computer programs.

Syllabus
1. Principles of econometric analysis
2. Fundamentals of econometrics in empirical research
3. Using econometric programs
4. Data problems
5. Order of integration and testing for unit roots
6. ARIMA models and Box-Jenkins methodology
7. ARCH-GARCH models
8. VAR models
9. Cointegration and error correction models
10. Panel data models
11. Limited dependent variable models
12. Replication of empirical research
13. Ethical issues in applied research

Head Lecturer(s)
José Alberto Serra Ferreira Rodrigues Fuinhas

Assessment Methods
Assessment
Exam: 50.0%
Mini Tests: 50.0%

Bibliography
Asteriou, Dimitrios and Hall, Stephen G., Applied Econometrics, MacMillan, 4th edition., 2021.

Greene, William H., Econometric Analysis, Pearson Higher Education, 8th edition, 2018. Wooldridge, Jeffrey M., Introductory Econometrics: A modern approach, Cengage Learning, 7th edition, 2020.

Intermediate Macroeconomics

Code: 02639403

Scientific Area: Economics

ECTS: 6.0

Duration: First Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites
Macroeconomics, mathematics and econometrics at the level of a BA in economics and English at the independent user level in reading.

Teaching Methods
Presentation of fundamental contents; exercise solving and discussion of papers.

Learning Outcomes
Provide students the knowledge on how to use modern macroeconomics methodology, through formal mathematical analysis, complemented with graphical analysis and intuitive explanations of the model's results. Nevertheless, modelling is still done in discrete time, as opposed to the more advanced courses in macroeconomics, in which it is done in continuous time. At the end of the program the student should be able to use these models to explain the stylized facts of macroeconomic, confront theories with empirical data, highlighting recent macroeconomic events; ensure coherence between long and short run analysis; and to discuss in a rigorous and consistent way their implications for economic policy.

Syllabus
1. Some facts about unemployment
2. Efficiency wages and unemployment
3. Trade unions and unemployment
4. Some facts about business cycles
5. Investment and asset prices.
6. Consumption, income and wealth.
7. Monetary policy and aggregate demand
8. Inflation, unemployment and aggregate supply
9. Explaining business cycles
10. Stabilization policy

Head Lecturer(s)
Tiago Miguel Guterres Neves Sequeira

Assessment Methods

Assessment
Synthesis work: 50.0%
Frequency: 50.0%

Bibliography
HEIJDRA, Ben J. - Foundations of modern macroeconomics. 2nd ed.. Oxford : Oxford University Press, 2009.
ROMER, David — Advanced macroeconomics. 4th ed. New York : McGraw-Hill/Irwin, 2012.
SORENSON, Peter Birch ; WHITTA-JACOBSEN, Hans Jorgen — Introducing advanced macroeconomics : growth and business cycles.
2nd ed. London : McGraw-Hill Higher Education, 2010.
WILLIAMSON, Stephen D. – Macroeconomics. 5th ed. Boston : Pearson; 2014.
TEIXEIRA, A, Vitor Manuel Carvalho, Sandra Tavares Silva e Ana Paula Ribeiro, Fundamentos Microeconomicos da Macroeconomia:
Exercícios Resolvidos e Propostos, 5ª edição, Edições VIDA ECONÒMICA

Intermediate Microeconomics

Code: 02639414

Scientific Area: Economics

ECTS: 6.0

Duration: First Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites
Portuguese and English in separate classes.

Teaching Methods
The main propositions are shown in class using the blackboard and PowerPoint. The students will have access to handouts for some of the topics as well as specific bibliographical references to complement class presentation. In each lecture, there will be a set of exercises and illustrations to be solved by the student, typically in the following week.

Learning Outcomes
Students are expected to:
1) derive the main decision rules of consumers and firms in a market economy;
2) discuss the properties of a competitive equilibrium;
3) discuss the decision making in non-cooperative games

Syllabus
1. The principles and practice of economics. Evidence-based economics
2. Consumer choice
3. The theory of the firm
4. Technical efficiency and the competitive equilibrium

5. Game theory and behavioral economics

Head Lecturer(s)
Paulino Maria Freitas Teixeira

Assessment Methods
Assessment
Attitude/participation in classes: 10.0% Resolution Problems: 20.0%
Mini Tests: 30.0%
Frequency: 40.0%

Bibliography
- ACEMOGLU, Daron; LAIBSON, David; LIST, John A. (2021) Microeconomics. Pearson.
- MAS-COLELL, Andreu; WHINSTON, Michal D. ; GREEN, Jerry R.(1995) Microeconomic theory. Oxford University Press.
- VARIAN, Hal. (2010) Intermediate Microeconomics. Norton.
- CAMERER, Colin F. (2003) Behavioral Game Theory: Experiments in Strategic Interaction. Princeton University Press.

International Business Strategy

Code: 02048049

Scientific Area: Management

ECTS: 6.0

Duration: First Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites
Not applicable.

Teaching Methods
The teaching of this course unit is based, essentially, on an andragogic perspective, i.e., the centering of itself on the revealed interests by the students and on the conjugation of these interests with the internationally considered topics as essential in International Business Strategy and on a mixed evaluation methodology.

The student's evaluation is based on the following topics:
- 50% Participation in the making of a theoretical or theoretical/practical International Business Strategy work
- 50% by exam referring to the whole course unit program.

Learning Outcomes
This course aims for students to gain a comprehensive understanding of the related internationalization strategy and company's competitive strategy. It aims for students to develop conceptual skills to understand the

internationalization process, and international strategy in the global marketplace.
Furthermore, it aims for students to develop their human skills of leadership and team work, as well as their technical skill while using various analytical and problem-solving models.

Syllabus

1- Introduction
2- Strategic management and international strategy
3- Strategic analysis in an international context
3.1 Semi globalization and strategy
3.2 Differences across countries 4- Internationalization process
4.1 U- Models
4.2 I – Models
4.3 Born global
4.4 Dunning models
5- Motivations for international expansion
6- Entry strategies in international markets
7- Types of international strategies
8- Organizing international action
9- Ethics in international business.

Head Lecturer(s)

TO BE DEFINED - Faculdade de Economia

Assessment Methods

Assessment
Frequency: 50.0%
Synthesis work: 50.0%

Bibliography

Bartlett, C.A; Doz, Y; Hedlund, B; (2012) MANAGING THE GLOBAL FIRM; ROUTLEDGE LIBRARY EDITIONS - INTERNATIONAL BUSINESS.
Buckley, Peter j. (2015) International Business Strategy: Theory and Practice; Taylor and Francis.
CANALS, J. (1996) La internacionalización de la empresa: como evaluar la penetración en mercados exteriores. Madrid: McGraw-Hill InterAmerican de España.
DANIELS, J. D.; RADEBAUGH, L. H. (2011) International business: environments and operations. 13th ed. Boston: Pearson.
GHEMAWAT, P. (2007) Redefining Global Strategy: Harvard Business School P. Corporation.
PAUL W. B. et al. (2000) INTERNATIONAL management: text and cases. 4th ed. Boston: Irwin/McGraw-Hill.
PORTER, M.E. (ed.).(1986) Competition in global industries. Boston: Harvard Business School Press.
VERBEKE, A. et al. (eds.). (2018) Distance in international business: concept, cost and value. Bingley : Emerald Publishing.

Issues on Sociology of Politics and Democracy

Code: 02020684

Scientific Area: Sociology

ECTS: 7.5

Duration: First Semester

Language of Instruction: English

Recommended Prerequisites

Not applicable.

Teaching Methods

The chosen modality of seminar implies teaching/learning methods based on proactivity, not only of teachers, but also of students, who must read the assigned papers and prepare contributions to the discussion in advance of each session. In addition, in some modules there is video viewing, opinion courts and other dynamics.

Learning Outcomes

The aim is to provide the students with a comparative and critical perspective on theories of democracy and sociopolitical change. In view of this, a broad set of tools and theories of the Sociology of Politics will be provided to allow for the understanding of substantive issues raised by the processes of democratization. The diversification and fragmentation of social values and life styles, in part resulting from the intensification of migration fluxes, from the raising of new social movements and new forms of activism, but also from the decline of the employment security, will be among the issues to be dealt with.

Syllabus

The seminar proposes an introduction to the main theoretical currents, lines of inquiry and debates that concern the following themes:
1. Engendering Democracy
2. Democracy and Human Rights and Interventionism: trends and debates
3. Racism and antiracism in European and Latin American contexts
4. Theories of Democracy in Context of Crisis.

Head Lecturer(s)

António Manuel Simões Lopes Paiva de Carvalho

Assessment Methods

Assessment
Periodic or by final exam as given in the course information: 100.0%

Bibliography

ALLEN, M, "Civil rights and political human rights: contesting human rights failures within the minimally democratic state", Politics, 29, 1, 2009.
BAUMAN, Z, Living on Borrowed Time, Polity Press, 2010.
CHUN, L "Human Rights and Democracy", The International Journal of Human Rights, 5, 3, 2001.

GERTZ, G; MAZUR, A, Politics, Gender, and Concepts, Cambridge UP, 2008.
HESSE, B, "I'm/plausible Deniability: Racism's Conceptual Double Bind", Social Identities 10, 1, 2004. LENTIN, A., "Europe and the Silence about Race", European Journal of Social Theory, 11, 2008.
MATIYA, Jarvis (2013) "Can there be a human rights approach to intervention?", Commonwealth Law Bulletin

vol. 39 (1), pp. 1051.
SOMERS, M R, Genealogies of Citizenship – Markets, Statelessness, and the Right to have rights. Cambridge UP, 160, 2008.
VITERNA, J; K M FALLON, "Democratization, Women's Movements, and Gender Equitable States: A Framework for Comparison", International Journal of Comparative Sociology, 49:455477, 2008.

People Management, Well-Being and Performance

Code: 02048084

Scientific Area: Management

ECTS: 6.0

Duration: First Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites
Reading knowledge and understanding of English.

Teaching Methods
Proactive participation makes possible achieving both reflective group practice of the contents worked and reflection on the practice observed. So, the course seeks to promote and facilitate a real understanding of the issues involved in the conceptual framework presented through grounded criticism of everyday work contexts. News/documentaries are analyzed and discussed to promote the development of professional and personal skills related to the issues in question. Reflection on the limits and strengths of the key concepts presented in the curricular unit is encouraged.

Learning Outcomes
Students should be able to understand potential for reconciling organizational and individual needs to achieve mutual gains in terms of:
a. Identifying employment context in particular of artificial intelligence, contagious and climate change to achieve "green deals";
b. Characterizing issues of globalization and out-sourcing to discuss strengths and weaknesses of managing a workforce;
c. Describing the articulation of politics at multiple levels: governance (Systems), organizations, departments/units to effectively achieve social and psychological contracts;
d. Identifying management practices as a system and process;
e. Discussing the relevance of job demands-resources model;
f. Distinguishing product and service logics;
g. Identifying implications for private, public and social sectors;
h. Appreciating challenges of reconciling performance and wellbeing

Syllabus
Understanding management of employment relationships for efficient economies and societies involves to address:

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1. "Green Deals" in the contexts of managing employment relationship
2. Articulation of levels and logics for a positive employment relations climate with mutual gains (e.g., well-being and performance)
3. Trust in social exchange at a collective level (employment relationship) and individual level (psychological contract)
4. Illustrative sets of management practices for: (1) investment in people (e.g., recruitment, selection, training and career development), (2) engaging work (e.g., autonomy, feedback, skills utilization), (3) Positive physical and social climate (e.g., zero tolerance for bullying, equity and diversity), (4) voice (e.g., communication), and (5) organizational support (e.g., flexibility and work-lifestyles)
5. Human resource management as human relations management
6. Job demands-resources model
7. Product and service logics 8.Private, public and social sectors

Head Lecturer(s)
Teresa Carla Trigo de Oliveira

Assessment Methods
Assessment
Exam: 100.0%

Bibliography
Bakker, A. B., & de Vries, J. D. (2021). Job Demands–Resources theory and self-regulation: New explanations and remedies for job burnout. Anxiety, Stress, & Coping, 34(1), 1-21.
Grote G, & Guest, D. (2017). The case for reinvigorating quality of working life research. Human Relations, 70(2) 149–167.
Livne-Ofer, E., Coyle-Shapiro, J. A., & Pearce, J. L. (2019). Eyes wide open: Perceived exploitation and its consequences. Academy of Management Journal, 62(6), 1989-2018.
Oliveira, T. C., & Holland, S. (2020). To be or not to be? Confronting challenges from contagion, artificial intelligence and climate breakdown. In P. P. Silva, S. Jorge & P. M. Sá, Emerging Topics in management studies (pp. 405-430). Imprensa da Universidade de Coimbra.
Tummers, L. G., & Bakker, A. B. (2021). Leadership and job demand-resources theory: A systematic review. Frontiers in psychology, 12.

Strategic Marketing in a Digital Environment

Code: 02048148

Scientific Area: Management

ECTS: 6

Duration: First Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites
No prerequisites are required for this course, even though knowledge of the Operational Marketing course

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is considered important.

Teaching Methods

In this course team work will be stimulated and the teaching will be deeply interactive, involving all the participants in the working plan. It will be given a practical component to the teaching subjects, as often as possible with the involvement of private companies or real cases.

In each session, there will be multiple groups of students in action: one group will present a case of the day, a current case, relevant, on the topics of the UC; two groups will present and animate the two themes of the session. 2 additional groups will make structured comments on each of topics of the session.

Learning Outcomes

Strategic Marketing aims to integrate the key aspects of functional and operating policies of the company, from a strategic perspective. It is, therefore, to evaluate the impact of the options of the company's marketing strategy, namely, on the levels of consumer satisfaction and loyalty, but also ex- ante, the market and the customer orientation of the company and its employees as well as the policies of quality, environmental protection, among others. Students must be prepared to design a marketing strategy.

Syllabus

1. FROM THE ORGANIZATION STRATEGY TO THE MARKETING STRATEGY
1. The design of the marketing strategy
2. The organization of the marketing activities
3. The market-oriented strategies

2. MARKETS, SEGMENTATION AND THE VALUE CREATION
1. The strategic segmentation of markets
2. The market attractiveness and the organization competitiveness
3. Creating value to customer and managing the value chain of the organization

3. THE MARKETING STRATEGY OF THE ORGANIZATION
1. The development of new products and the innovation policy
2. The brand strategy
3. The strategic management of prices
4. The strategic management of distribution channels: the omnichannel distribution
5. The strategic management of communication
6. The customer journey

4.COMPETITIVE STRATEGIES
1. The relationship marketing, customer satisfaction and loyalty
2. From the mind to the heart: the role of experiential marketing
3. The role of corporate social responsibility
4. From a 2.0 marketing to a 3.0

Head Lecturer(s)

Arnaldo Fernandes Matos Coelho

Assessment Methods

Assessment

Participation in the work of discipline: 100.0%

Bibliography

- Lambin, Jean-jacques: Marketing Estratégico: McGraw-Hill de Portugal.
- Cravens & Piercy : Marketing Estratégico. McGraw-Hill de Portugal.
- Kotler, P., Kartajaya, H., & Setiwan, I. (2011). Marketing 3.0: Do produto e do consumidor até ao espírito humano. Lisboa: Actual Editora.
- Kartajaya, H., Setiawan, I., & Kotler, P. (2021). Marketing 5.0: Technology for humanity. John Wiley & Sons.

Utilities Management

Code: 02638962

Scientific Area: Management

ECTS: 6.0

Duration: First Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites

NA

Teaching Methods

Classroom interaction:
- Presentation of the themes promoting debate (student-student and student-teacher).
- Solving (by students, individually or in small groups, or by the teacher) of cases that illustrate the practical relevance of the themes.
- Conference lectures with invited expert speakers (regulatory agents, market players, industry).
- Role-playing.

The presentation of the themes and the discussion of cases emphasize the motivation of the students for studying the themes being addressed, by using concrete examples).

Learning Outcomes

Students should have a global and current knowledge of the functioning of public utility sectors structured in the form of network, more commonly disclosed as network utilities, (energy, water, telecommunications, transport, among others) that have undergone profound transformations, either at the institutional or technological level. Students are expected to understand the new political and economic and financial orientations that have radically changed the role of the public sector in the economy. On the other hand, the large and rapid technological change, with consequences on the forms of market and the way economic subjects operate, require new skills from companies involved in these sectors of activities that will be transmitted to students.

Syllabus

Economic framework of network utilities management. Definition of public service, universal service and service of general interest. Main characteristics of sectoral transformation. The role of sectoral economic

regulation. Liberalization process: motivations and consequences.
Study of various sectors: energy, water, telecommunications, postal service, transport, etc. International experience, community policy and Portuguese specificity. Conditions of the choice of investment in network utilities. New forms of market and new commodities: risk and its quantification. The cost of capital of regulated companies.

Head Lecturer(s)
Nuno Miguel dos Santos Carvalho Figueiredo

Assessment Methods
Assessment
Research work: 30.0%
Synthesis work: 70.0%

Bibliography
Bunn, D. (ed) (2004), Modelling prices in competitive electricity markets, Wiley Finance, John Wiley & Sons.
Newbery, D., (2000), Privatization, Restructuring, and Regulation of Network Utilities, MIT Press, Cambridge, Massachusetts.
Silva, Patrícia Pereira da, (2007), O sector da Energia Eléctrica na União Europeia – evolução e perspectivas (The electricity supply industry in the European Union, in portuguese), Coimbra University Press, Coimbra.
Zweifel, Peter; Praktiknjo, Aaron ; Erdmann, Georg. Energy economics : theory and applications Berlin : Springer, 2017 [620.9 ZWE].
ìSubhes C. Bhattacharyya, Energy Economics : Concepts, Issues, Markets and Governance. London, England : Springer. 2019.
Cretì, Anna. Cambridge, Economics of electricity : markets, competitions and rules Cambridge University Press, 2019 .[620.9 CRE].
https://www.bp.com/en/global/corporate/energy-economics/ https://www.iea.org/data-and-statistics
https://ec.europa.eu/info/topics/energy_en

Violence, Peace and Security

Code: 02031176

Scientific Area: International Relations / Political Sciences

ECTS: 10.0

Duration: First Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites
- Fluency in English.
- Knowledge of techniques and styles of academic writing.

Teaching Methods
Seminars are organized to encourage students' active involvement in learning, fostering student teacher interaction. Each topic is theoretically contextualized and followed by the analysis and debate of the relevant scientific texts and case studies.

Learning Outcomes
Overall learning objectives
Knowledge of contemporary conceptual debates on violence, peace and security for a critical reflection on international politics.
Specific objectives and competencies
- Identification of different understandings of the three concepts.
- Critical analysis of major authors and theories on violence, peace and security.
- Understanding of the relation between the three concepts and the practice of international politics.
- Analysis of concrete case studies of violence, peace and security.
- Interpretation of debates on international violence, peace and security in light of different theoretical frameworks;
- Presenting critical approaches to international politics. Generic competences

Development of critical analysis and synthesis skills, reading comprehension and oral expression.

Syllabus
1. Definitions of Violence, Peace and Security
2. Schools of Thought

i) Traditional perspectives: realism and liberalism
ii) The School of Conflict Analysis
iii) Critical Studies: constructivism, critical theory and post-structuralism
iv) The Copenhagen School
v) Epistemological and methodological assumptions of Peace Studies

3. The conceptual trajectory

i) The triangles of violence and peace: direct, structural and cultural
ii) From triangles to continuum
iii) From politico-military security to human security
iv) Liberal Peace: Peace as governance and the "peacebuilding consensus"

Head Lecturer(s)
Maria Clara Gabriel de Oliveira

Assessment Methods
Assessment
Periodic or by final exam as given in the course information: 100.0%

Bibliography
David Barash: Approaches to Peace: A Reader in Peace Studies, OUP 2013
BUZAN, Barry ; HANSEN, Lene - The evolution of international security studies. Cambridge : Cambridge University Press, 2009. [BP 327 BUZ]
CULTURES of insecurity : states, communities and the production of danger. Ed. Jutta Weldes [et al.] Minneapolis
: University of Minnesota Press, 1999. [BP 327 CUL]
FIERKE, K. M. - Critical approaches to international security. Cambridge : Polity Press, 2007. [BP 327 FIE]
McSWEENEY, Bill - Security, identity and interests : a sociology of international relations. Reprint..

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Cambridge : Cambridge University Press, 2010. [BP 327 MCS]
Oliver Ramsbotham et al.: Contemporary Conflict Resolution. Polity, 2011 RICHMOND, Oliver P. – Peace in International Relations. New York : Routledge, 2008
SECURITY studies today. Terry Terriff [et al.] Cambridge : Polity Press, 1999. [BP 327 SEC] Charles Webel and Johan Galtung: Handbook of Peace and conflict studies, Routledge, 2007

2ND SEMESTER

Critical Intercultural Dialogue

Code: 02036741

Scientific Area: Sociology

ECTS: 7.5

Duration: Second Semester

Language of Instruction: English

Recommended Prerequisites
Not applicable.

Teaching Methods
Lectures are expected to be highly interactive and practice-based with small group activities, active research debates, role plays, instant forms, note-sharing, micro-papers, and using other methods. Lecturers shall keep the level of attention and engagement high by delivering thought-provoking and interactive presentations. Students are expected to study the preparatory material before the lecture and to actively participate while it is running. Students are welcome to contribute without feeling forced to do so in a specific way.

Learning Outcomes
Upon successfully completing this course, students will be able to:
- Comprehend diversity in a range of variants which include, but are not restricted to, cultural, historical, political, ethnic, social, economic, religious, sexual and (dis)ability.
- Discuss principles and practices that characterise intercultural dialogue from a critical and participatory approach;
- Analyse the historical, social, political, cultural and epistemological elements which structure Critical Intercultural Dialogue;
- Understand the impact of colonialism and neoliberal globalisation on intercultural dialogue in relation to the postcolonial and decolonial debates;
- Appreciate the impact of mobilisation, activism and protest on Critical Intercultural Dialogue;
- Elaborate on the entanglement of Critical Intercultural Dialogue with Social and Global Justice, Human Rights, Democratisation and the protection of Nature and the Environment;
- Carry out micro-research on Critical Intercultural Dialogue.

Syllabus
This course undertakes a participatory approach to address the study of intercultural dialogue from a critical, participatory and postcolonial perspective. It focuses on the understanding of diversity and cultures and on their relationship combining theoretical approaches with practical analyses of social, political and epistemological contexts. The course is divided in four parts: 1) dialogue, 2) interculturality, 3) critique and 4) critical intercultural dialogue. Students are invited to engage into the discussions of the course content aiming to produce relevant and compelling micro-research activities which are expected to be critically reflective upon their own perceptions and opinions. The course contents address the knowledge students need in order to accomplish the learning objectives and contributes to the acquisition and development of the required competencies, critical thinking, and the performances that boost Critical Intercultural Dialogue.

Head Lecturer(s)
Cristiano Gianolla

Assessment Methods
Assessment
Research work: 50.0%
Frequency: 50.0%

Bibliography
Cusicanqui, S. R. (2012). 'Ch'ixinakax Utxiwa: A Reflection on the Practices and Discourses of Decolonization'.
South Atlantic Quarterly 111 (1): 95–109
Gianolla, C. (2013). Human rights and nature: intercultural perspectives and international aspirations. J. of Human Rights and the Environment 4 (1), 58-78
Guilherme, M. M. (2019). Intercultural Multilateralities: Pluri-dialogic imaginations, globo-ethical positions and epistemological ecologies, J. of Multicultural Discourses, 14 (1), 1-13
Hall, S. (2019). Essential Essays, Volume 2: Identity and Diaspora. Durham: Duke UP Panikkar, R. (1999). The Intra-Religious Dialogue, Revised Edition. New York: Paulist P
Carvalho, C. P. (2013). Citizenship and the artistic practice: artistic practices and their social role. In N. Duxbury (Ed.), Animation of Public space through the arts: Towards more sustainable communities. Almedina, 293-315 Santos, B. S. (2016) Epistemologies of the South: Justice against epistemicide. Abingdon: Routledge.

Cryptocurrencies, Blockchain and Decentralized Finance

Code: 02048005

Scientific Area: Economics

ECTS: 6.0

Duration: Second Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites
Courses units: Financial Products and Markets, Monetary Economics, Financial Economics and Risk.

Teaching Methods
Theoretical-practical sessions through expositive methods, using audiovisual techniques, where basic concepts are presented and discussed and examples, news and online information sources are presented. Students are encouraged to make a critical analysis and participate in the debate about the various themes presented in class. These sessions are complemented with individual attention periods for clarification of doubts.

Learning Outcomes
This curricular unit is characterized as an introductory level course about cryptocurrencies, blockchain and decentralized finance. At the end of the course unit the student is expected to be able to: (1) briefly describe

the evolution of the cryptocurrency market from the creation of Bitcoin to the present,
(2) understand the main financial characteristics of bitcoin and altcoins, (3) understand the similarities and differences between cryptocurrencies and fiat money, (4) perform transactions in cryptocurrencies and NFTs, recognizing the relationship between profitability and risk, (5) basically understand how blockchain works, (6) understand the principles of the FinTech industry, analyzing its recent developments and recognizing the advantages, disadvantages and risks.

Syllabus
1. Bitcoin and other cryptocurrencies: A historical perspective
2. Stylized facts of cryptocurrency markets
3. Cryptocurrencies, money and central banks
4. Cryptocurrency investment and NFTs
5. Blockchain. Basic concepts, protocols and mining
6. Other applications of Blockchain
7. Initial Coin Offerings (ICOs)
8. Complements on decentralized finance (DeFi).

Head Lecturer(s)
Hélder Miguel Correia Virtuoso Sebastião

Assessment Methods
Assessment
Exam: 40.0%
Research work: 60.0%

Bibliography
Antonopoulos. A. M. Mastering Bitcoin. O'Reily Media, Sebastopol, United States, 2015
Tapscott, D. &; Tapscott, A. Blockchain Revolution: How the Technology Behind Bitcoin and Other Cryptocurrencies is Changing
the World, Penguin Books Ltd, London, United Kingdom, 2018
Harvey, C. R., Ramachandran, A. & Santoro, J. DeFi and the Future of Finance, Wiley, New York, United States, 2021
Lipton, A., &; Treccani, A. Blockchain and Distributed Ledgers: Mathematics, Technology, and Economics. World Scientific, 2021. https://doi.org/10.1142/11857

Uma lista atualizada de leituras on-line é fornecida ao final de cada aula, uma vez que as questões tratadas neste curso constituem disciplinas recentes e em rápida evolução

Data Science for Economics and Business

Code: 02047877

Scientific Area: Quantitative Methods

ECTS: 6.0

Duration: Second Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites
Not applicable.

Teaching Methods
Theoretical-practical lessons with computers. The main concepts, instructions and routines will be presented to the students using practical examples. The students will then have an opportunity to apply these to several practical examples in business and economics

Learning Outcomes
The student is expected to be able to:
1) Suggest and apply prior treatments appropriate to the available data;
2) Apply the appropriate procedures for statistical analysis of the data;
3) Apply machine learning procedures suited to the data and to the goals of the analysis;
4) Use software to communicate the results. Competencies:
1) Specific:
- Collect, analyze and properly process the data.
- Use computer programs to analyze and model the data.
- Use computer programs to communicate the results.
2) Generic:
- Analyze data.
- Solve problems.
- Use computer programs.
- Communicate.
- Plan work activities.
- Make decisions.
- Work in a team. Work Placement(s) No

Syllabus
1. Essential procedures
2. Statistical tools
3. Machine learning techniques
4. Communicating the results

Head Lecturer(s)
Pedro Miguel Avelino Bação

Assessment Methods
Assessment
Project: 40.0%
Mini Tests: 60.0%

Bibliography
Baumer, B.,Kaplan, D., Horton, N. (2017). Modern Data Science with R. Chapman &; Hall/CRC Press. Bruce, P., Bruce, A., Gedeck, P. (2020). Practical Statistics for Data Scientists. O'Reilly.
Grus, J. (2019), Data Science from Scratch: First Principles with Python. O'Reilly.

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James, G., Witten, D., Hastie, T., Tibshirani, R. (2021). An Introduction to Statistical Learning. Springer.
Wickham, H., Grolemund, G. (2017). R for Data Science. O'Reilly.
Zumel, N., Mount, J. (2020). Practical Data Science with R. Manning.

Decision Analysis

Code: 02638826

Scientific Area: Management

ECTS: 6.0

Duration: Second Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites
Basic knowledge about probabilities.

Teaching Methods
Classroom interaction:
- Presentation of the themes promoting debate (student-student and student-teacher).
- Solving (by students, individually or in small groups, or by the teacher) of cases that illustrate the practical relevance of the themes and different decision aiding strategies.
- Role-playing.

The presentation of the themes and the study of cases emphasize the motivation of the students for studying the themes being addressed, by using concrete examples (from newspapers, from employment opportunity ads). When opportune, the related research activities of the teacher are mentioned.

Learning Outcomes
O1. To know the different stages of a decision process and the information to be gathered and organized.
O2. To enunciate and to avoid common errors in decision making processes, avoiding simplistic approaches and sustaining the advantages of formal decision aiding methodologies.
O3. To take part in decision processes, either as a decision maker or as a consultant, by building appropriate models, to deal with uncertainty, to ponder multiple evaluation criteria under a sustainability perspective, and to involve the different stakeholders.
O4. To recognize that there exist multiple decision aiding methodologies, each one with its advantages and disadvantages, being able of sustaining that some are more adequate than others.
These learning outcomes contribute to develop several generic skills, namely those of critical reasoning, analysis and synthesis, problem solving, information interpretation and management, and group interaction.

Syllabus
Three recurring themes in decision processes are addressed: to deal with uncertainty, to aggregate multiple evaluation criteria, and to determine a collective preference form individual preferences:
1. Introduction to the course and the theme of decision processes
2. Multicriteria evaluation
2.1. Structuring the situation

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2.2. Additive multi-attribute value/utility functions
2.3. ELECTRE methods
3. Decision under uncertainty
3.1. Heuristics and biases
3.2. Expected value criterion
3.3. Sequential decisions and expected value of information
3.5. Expected utility theory
4. Group decision
4.1. Decisions by voting
4.3. Decisions without voting.

Head Lecturer(s)
Luís Miguel Cândido Dias

Assessment Methods
Project: 30.0%
Exam: 70.0%

Bibliography
DIAS, Luís C. — Avaliação Multicritério em Processos de Decisão, Imprensa da Universidade de Coimbra 2022.
GOODWIN, Paul ; WRIGHT, George — Decision analysis for management judgment. 5th Ed., Chichester : John Wiley & Sons, 2014.
ISHIZAKA, Alessio; NEMERY, Philippe — Multi-Criteria Decision Analysis : Methods and software, Chichester: Wiley, 2013. [BP 519.8 ISH].
TIDEMAN, Nicolaus - Collective Decisions and Voting, London : Routledge, 2012.

Economics of Financial Institutions and Financial Systems

Code: 02639516

Scientific Area: Economics

ECTS: 6.0

Duration: Second Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites
Monetary Economics; Principles of Microeconomics.

Teaching Methods
Theoretical-practical sessions with 1) an expository part of presentation of models and theories and 2) resource to the presentation and discussion of reports and articles by the students. The theoretical- practical sessions are complemented with periods of office hours (individual assistance).

Learning Outcomes
The fundamental objective of this curricular unit is to provide students with analytical skills about the structure of financial markets and the role of financial institutions in financing the economy. After attending this course, the student should be able to:
-To understand and analyze the role of the financial institutions in the economy and sustainable economic growth;
-To analyze models of financial intermediation with asymmetric information
- To identify and to analyze the various risk management issues of financial institutions, both individually and in systemic terms;
- To recognize the regulation of the financial system and to evaluate it as a constraint for the financial institutions.

Syllabus
1. Financial institutions and financial intermediation
2. The financial sector and economic growth
3. Financial institutions and risk management
4.
5. Financial institutions and sustainability issues
6. The role of the central bank
7. Financial institutions and regulation.

Head Lecturer(s)
Nuno Miguel Barateiro Gonçalves Silva

Assessment Methods
Assessment
Synthesis work: 40.0%
Frequency: 60.0%

Bibliography
CAO, Jin (2021). The Economics of Banking. Routledge.
DE HAAN, Jakob; SCHOENMAKER, Dirk; WIERTS, Peter (2020) Financial Markets and Institutions A European Perspective, 4th Edition.
SAUNDERS, Anthony, CORNETT, Marcia and ERHEMJAMTS, Otgo (2021)Financial Institutions Management: A Risk Management Approach, 10th Edition
FREIXAS, Xavier ; ROCHET, Jean-Charles — Microeconomics of banking. Cambridge, Mass. : MIT Press, 1997.
ECB's reports and publications (Financial Stability Review; Marcoprudential Bulletin), available on line
Research papers (according to the subject of the synthesis work)

Ethics, Social Responsibility & Sustainability

Code: 02047888

Scientific Area: Management

ECTS: 3.0

Duration: Second Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites
Not applicable.

Teaching Methods
The presentation of fundamental contents with the analysis of real cases will make it possible to highlight the need for companies to change their modus operandi in order to adopt more ethical and socially responsible organizational practices and also with more concern about their impact in environmental, social and even economic terms.

Learning Outcomes
- Understand the place and contribution of organizations in setting planetary environmental and social limits;
- Contribute to demystifying current conceptions and narratives associated with corporate sustainability;
- Think critically about the concepts and tools associated with the responsibility of organizations in reducing and managing their negative impacts;
- Reflect on the main ethical, environmental and social issues of corporate responsibility;
- Develop behaviors for ethical decision-making and social responsibility.

Syllabus
1.1 Brief reflection on the resurgence of the problematic of Ethics in contemporary organizations.
1.2 Ethics and responsibility in decision making: models and perspectives.
1.3 Tools for implementing ethics in business: leadership, values, codes. The place of deontology
1.4 Perspectives on the future of the Business Ethics.
2.1. Sustainability and organizations: management challenges
2.2 Social Responsibility Management: implementation tools
2.3. Planetary and social frontiers; sustainable development; business externalities
2.4 Ecosystem services and biodiversity; stakeholders' involvement; environmental and social management in companies; sustainability reports; evaluation and sustainable investments.

Head Lecturer(s)
Carmina Simion Simescu Martinho Nunes

Assessment Methods
Assessment
Synthesis work: 40.0%
Exam: 60.0%

Bibliography
Haski-Leventhal, D. Strategic Corporate Social Responsibility: Tools and Theories for Responsible Management, Sage Publications, 2018.
Arlen W. Langvardt, A. James Barnes, Jamie Darin Prenkert, Martin A. McCrory, Joshua E. Perry, Business Law: The Ethical, Global, And E-Commerce Environment, McGraw-Hill Education, 2019.
Joseph Sarkis, Handbook on the Sustainable Supply Chain in Business and Management series, edward Elgar

Publishing, 2019.
Carroll, A.B. , Carroll's pyramid of CSR: taking another look. , Int J Corporate Soc Responsibility 1, 3., 2016
BOATRIGHT, John R. - Ethics and the conduct of business. 4th ed.. New Jersey : Prentice Hall, 2003.
Mark Anthony Camiller, Corporate Sustainability, Social Responsibility and Environmental Management: An Introduction to Theory and Practice with Case Studies, Springer International Publishing, 2017.

Global Interventionism

Code: 02031198

Scientific Area: International Relations / Political Sciences

ECTS: 10.0

Duration: Second Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites
- Fluency in English.
- Knowledge of techniques and styles of academic writing.

Teaching Methods
The curricular unit follows an interactive methodology within the classroom, based on individual and autonomous work by the student. Given the relevance of the case studies analysis in the context of global interventionism, as well as of the relationship between models and practices, the periodical evaluation assessment includes: participation, presentation and an essay.

Learning Outcomes
This curricular unit aims at identifying processes and forms of external intervention in host countries, including humanitarian issues, development aid and peace missions. The students should be able to:
- identify the nature of the intervention dynamics, agents and contexts;
- map the responses/(re)actions to situations of violence, critically analyzing the translation of models of intervention into politics and practices.

These goals are directed at the development of analytical competencies with a strong empirical component.

Syllabus
1. Introduction. Global interventionism: policies and practices
1.1. Intervention in the field: actors, contexts and dynamics. Who? For whom? How? Where? With what objective(s)?
2. Case-studies analysis
2.1. Timor-Leste
2.2. Libya
2.3. Haiti
3. Security, development and humanitarianism: a critical analysis
4. Conclusions

Head Lecturer(s)
Teresa Paula Almeida Cravo

Assessment Methods
Assessment
Periodic or by final exam as given in the course information: 100.0%

Bibliography
Dennys, Christian (2014) Military Intervention, Stabilisation and Peace: The search for stability. London: Routledge.
Duffield, Mark (2001) Global Governance and the New Wars: The Merging of Development and Security. London: Zed Books.
Freire, Maria Raquel e Lopes, Paula Duarte (2014) Número especial da Revista Crítica de Ciências Sociais, 104.
Greener , B. K. and Fish, W. J. (2014) Internal Security and Statebuilding: Aligning Agencies and Functions. London: Routledge.
Gros, Jean-Germain (2011) State Failure, Underdevelopment, and Foreign Intervention in Haiti. London: Routledge.
Pattison, James (2014) Humanitarian Intervention and the Responsibility To Protect: Who Should Intervene?Oxford University Press.
Richmond, Oliver (2014) Failed Statebuilding: Intervention, the State, and the Dynamics of Peace Formation. Yale University Press.
Weiss Thomas G. (2012) Humanitarian Intervention. 2nd edition. London: Polity.

Industrial Organization

Code: 02047959

Scientific Area: Economics

ECTS: 6.0

Duration: Second Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites Not applicable.

Teaching Methods
The lectures are organized to encourage students' active involvement in learning, fostering student- teacher and student-student interaction. In the theoretical classes, contents and models are presented with analytical rigor, stimulating the students' intuition and discussion. In others classes, theoretical knowledge is applied to discuss and analyze (real and/or simulated) problems, hence contributing to the course objectives' achievement. Tutorial guidance is also available to students, in order to seek clarification, explanations, guidance for the essay or to debate a specific theme

Learning Outcomes
The objective of this intermediate course is to extend students' knowledge about firm behavior and the functioning of imperfectly competitive markets, exposing them to some of the most widespread topics and models considered in Industrial Organization.
At the end of the course, the student should be able to:
i) Understand the problems faced by a monopolist in terms of pricing and price discrimination.
ii) Identify different classic oligopoly equilibrium with and without product differentiation.
iv) Relate the dynamic theory of oligopoly with the sustainability of tacit collusion in different competitive contexts.
v) Find the way how market outcomes in differentiated product markets compare with socially desirable outcomes.
vi) Understand firms' different strategies for deterring entry and its consequences in terms of competition policy.

Syllabus
I – Foundations
1 Industrial organization and imperfect competition
2 Technology and cost
3 Market power and welfare
II – Price Discrimination and Monopoly
1 Price discrimination
2 Two-part tariffs
3 Non-linear pricing
4 Bundling and tying III – Oligopoly Pricing
1 A brief introduction to Game Theory
2 Static Oligopoly models
3 Dynamic models of Oligopoly
4 Product differentiation IV – Strategic Behavior
1 Entry deterrence
2 Investment in capacity

Head Lecturer(s)
Carlos Manuel Gonçalves Carreira

Assessment Methods
Assessment
Resolution Problems: 15.0%
Synthesis work: 15.0%
Exam: 35.0%
Frequency: 35.0%

Bibliography
BELLEFLAMME, Paul; PEITZ, Marin – Industrial Organization: Markets and Strategies, 2nd ed. Cambridge University Press, 2015.
CHURCH, Jeffrey ; WARE, Roger — Industrial Organization: A Strategic Approach. Boston: Irwin/McGraw-Hill, 2000.
MARTIN, Stephen — Advanced Industrial conomics. 2nd ed. Malden: Blackwell Publishers, 2002.
PEPALL, Lynne ; RICHARDS, Daniel J. ; NORMAN, George — Industrial Organization: Contemporary Theory and Empirical Applications, 5th ed. Hoboken: John Wiley & Sons, 2014.

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TIROLE, Jean — The Theory of Industrial Organization. Cambridge, Mass: MIT Press, 1988.

Labour Economics

Code: 02640339

Scientific Area: Economics

ECTS: 6.0

Duration: Second Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites
English language and microeconomic theory (1st cycle).

Teaching Methods
The course covers labor demand and supply, with the set of lectures underlining the main issues at stake, both in an intuitive and formal way. Students have access to handouts covering the key aspects of the discussion. The multiple-choice exam serves to test the understanding of concepts rather than any formal derivations, although a good theoretical background is required. The project in turn requires students to write a 10-page essay on a topic at their choice. The goal is to allow them to think more deeply about some particular topic, while showing proficiency in the use of the economics.

Learning Outcomes
The course aims to provide the student with a solid introduction to contemporary labor economics. The objectives are to obtain an appreciation of the theory and reach of labor economics; to understand how labor markets can be analyzed from different economic perspectives; to obtain an understanding of how the experimental method of inquiry can be applied to analyze issues in labor and employment relations; and to get some acquaintance with the key institutions of the labor market as well as some appreciation of the diversity of employment relations.

Syllabus
The course covers 9 chapters of the required textbook (Ronald G. Ehrenberg and Robert S. Smith, Modern Labor Economics). The main body of the material covers labor demand and supply, monopsony, minimum wages, labor as a quasi-fixed factor, hiring and training investments, internal labor markets, compensating wage differentials, investments in human capital, signaling, payment systems, contract theory, the wage-tenure profile, the economic impact of unions, and unemployment.
Selected topics:
1. The demand for labor. 2. Demand elasticities. 3. Labor market frictions. 4. Labor supply. 5. Compensating wage differentials. 6. Human capital investments. 7. Pay and productivity. 8. Aspects of unionism. 9. Unemployment.

Head Lecturer(s)
Paulino Maria Freitas Teixeira

Assessment Methods
Assessment
Exam: 50.0%
Project: 50.0%

Bibliography
Principal: EHRENBERG, Ronald G.; SMITH, Robert S (2022). Modern labor economics: theory and public policy. Routledge.

Leadership and Motivation

Code: 02661187

Scientific Area: Management

ECTS: 6.0

Duration: Second Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites
NA

Teaching Methods
The teaching methods used aim to provide an articulation between theoretical knowledge and practical contexts and include: a) learning by examples (demonstration of the course contents with presentation of real cases); problem-based learning (application of the leadership and motivation approaches to real/realistic contexts); learning by debate (after viewing a video or reading a text, discussion around the themes explored); group dynamics (i.e., simulations in the classroom context).

Learning Outcomes
It is expected that at the end of this course, the student will be able to:
1. identify the various approaches to leadership and recognize the contexts in which each one is most appropriate;
2. understand the importance of ethical leadership in promoting social responsibility and sustainability;
3. recognize the most effective strategies related to team development and adapt them to the digital context;
4. recognize the importance of the leader's behavior in a context of change and crisis;
5. adapt motivation strategies to the needs and characteristics of people and teams;
6. identify the most effective reward strategies and recognize the importance of aligning compensation both with the strategy and culture of the organization and with individual interests and needs.

Syllabus
1. The contingent leadership approach
2. Transformational leadership and new approaches to leadership
3. Ethical leadership, social responsibility and sustainability

4. Leadership and team development
5. Leading in a context of change and crisis
6. Theories of motivation and its articulation with organizational practice
7. Motivation, performance and reward management

Head Lecturer(s)
Isabel Cristina Dórdio Dimas

Assessment Methods
Assessment
Research work: 40.0%
Frequency: 60.0%

Bibliography
Dimas, I. D., Alves, M., Rebelo, T., Lourenço, P. R. (2016). Equipas de trabalho: Instrumentos de avaliaçao. Edições Sílabo

Logistics Management

Code: 02048051

Scientific Area: Management

ECTS: 6.0

Duration: Second Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites
NA

Teaching Methods
The concepts and relevant models will be presented under an expositive methodology. By using small illustrative examples, the students will have the opportunity for participating, consolidating their knowledge and developing their critical sense in order to be able to deal with more complex situations resorting to software.

Learning Outcomes
To have a general understanding of the logistic function, its relevance and connection to the other functional units. To be able to wisely use quantitative and computational tools of planning, management and operation support of logistic systems.

Syllabus
The concept of logistics and its relationship with other organizational activities.
Inventory control and management: deterministic models and other models incorporating uncertainty on the demand and the lead-time.

Planning and management of transportation systems: characteristics of the transportation services; vehicle routing models; minimum cost flow and maximum flow models.
Location problems: planar, discrete and dynamic location.

Head Lecturer(s)
João Paulo Faria Oliveira Costa

Assessment Methods
Assessment
60% + 40% Tests: 100.0%

Bibliography
BALLOU, Ronald H. — Business logistics/supply chain management: planning, organizing and controlling the supply chain. 5th ed. Upper Saddle River: Pearson/Prentice Hall, 2004.
COSTA, João Paulo; DIAS, Joana Matos; GODINHO, Pedro Manuel Cortesão – Logística. Coimbra: Imprensa da Universidade de Coimbra, 2ªEdição, 2017.
Hughes, R., Ginnett, R., & Curphy, G. (2019). Leadership: Enhancing the lessons of experience. 9th Edition. McGraw-Hill.
Latham, G. P. (2012). Work Motivation: History, Theory, Research and Practice. 2nd edition. Sage.
Northouse, P. G. (2016). Leadership Theory and Practice, 7th Edition. Sage Publications.
Pinder, C. (2008). Work Motivation and Organizational Behaviour. 2nd edition. New York: The Psychology Press. Robbins, J. & Judge, T. (2019). Organizational Behavior. 18th edition. McGraw Hill.
Oliveira, T. C., & Holland, S. (2020). To be or not to be? Confronting challenges from contagion, artificial intelligence and climate breakdown. In P. P. Silva, S. Jorge & P. M. Sá, Emerging Topics in management studies (pp. 405-430). Imprensa da Universidade de Coimbra.
Yukl, G. A. (2020). Leadership in organizations. 9th edition. Pearson.

Management Research

Code: 02048062

Scientific Area: Management

ECTS: 3.0

Duration: Second Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites
NA

Teaching Methods
Theoretical-practical classes with exposition of subjects, analysis and discussion of conceptual issues, as well as scientific articles and internship/project reports. Individual monitoring and guidance for the development of a small research project/case study.

Learning Outcomes

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This course aims to identify the main paradigms and methodologies involved in a research process in management. As a result of the teaching-learning process of this unit, the student should:
- know a wide range of research methodologies, be able to analyze their potentialities, applications and limitations, and master the appropriate terminology;
- understand the method and the specific characteristics of scientific research in a Master's project
- master the ethical issues raised by different methodologies, and be able to conduct the various stages of research within the constraints imposed by them;
- explore the sources of valid scientific information and master the tools and methods of referencing them efficiently and appropriately to the specific channels where the original research is to be disseminated;
- and to be able to formulate a clear research proposal.

Syllabus
1. Bibliographical databases, referencing standards and support software;
2. Literature review process - State-of-the-art;
3. How to write an internship report/project and structure a dissertation,
4. Preparation of a research project, internship plan, and project plan.
5. Main sources of data collection: primary and secondary;
6. Stages of the publication process in scientific journals - the review process and the role of editors and reviewers.

Head Lecturer(s)
Luís Miguel Alçada Tomás de Almeida

Assessment Methods
Assessment
Exam: 40.0%
Analysis and discussion of documents proposed by tea: 60.0%

Bibliography
Dul, J. and Hak, T., Case Study Methodology in Business Research, Butterworth-Heinemann, 2008. BRYMAN, Alan ; BELL, Emma — Business research methods. 2nd ed. Oxford : Oxford University Press, 2007.
HUSSEY, Jill ; HUSSEY, Roger — Business research : a practical guide for undergraduate and postgraduate students. Basingstoke : Macmillan Press, 1997.
SAUDERS, Mark ; LEWIS, Philip ; THORNHILL, Adrian — Research methods for business students. 8th ed. Pearson Education, 2019.

Quantitative and Qualitative Data Analysis

Code: 02048027

Scientific Area: Quantitative Methods

ECTS: 6.0

Duration: Second Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites
Statistics of 1st cycle of eng. courses and management - Students from other backgrounds may need zero-month preparation.

Teaching Methods
The curricular unit privileges the autonomy of the student in the development of his/her learning trajectory. Thus, Learn-by-example-and doing will be privileged. Challenges to be solved by students will be launched in a collaborative environment amongst them and teachers. In each challenge the stages of the process of developing an empirical study will be debated. This teaching methodology based on self-learning will be complemented with more traditional classes necessary for the acquisition of initial knowledge essential to the pursuit and realization of the proposed challenges.

Learning Outcomes
Present and raise awareness that the development of empirical work involves: 1) identifying research questions to be addressed, (2) using existing data sources or collecting own data, (3) maintaining, managing and preparing databases digitally, (4) identifying the statistical and/or comprehensive method/model, whether as exploratory, explanatory or evaluative, as the most appropriate to answer the initial questions; 5) obtaining estimates and making statistical and/or comprehensive inferences;
6) interpreting results and drawing conclusions. At the end of the UC, the student must demonstrate autonomy in conducting empirical studies, of a more qualitative or quantitative nature, and master illustrative software that allows them to analyze robust data.

Syllabus
1. Making good research questions: a roadmap of essential aspects;
2. Implementation of qualitative data analysis procedures (databases, observation, interview and questionnaire);
3. The essentials of data management for statistical and/or comprehensive analysis,
3.1 Introduction to statistical software for data analysis (STATA),
4. The problem of the triplet: Research question, nature of the data and statistical model/method;
4.1. Synthetic presentation of some quantitative and qualitative models. The challenges of the Mix- Method
5. How to synthesize a critical analysis of the results and conclusions.

Head Lecturer(s)
Óscar Manuel Domingos Lourenço

Assessment Methods
Assessment
Frequency: 50.0%
Resolution Problems: 50.0%

Bibliography
Hair, Joseph F., Anderson, Rolph E., Black, William C.. (2014). Multivariate Data Analysis (Ed. 7th). Harlow: Pearson.
Wooldridge, Jeffrey M., Introductory Econometrics : a Modern Approach. Mason, Ohio :South-Western Cengage Learning, 2012.
Long, J. Scott, and Jeremy Freese. Regression Models for Categorical Dependent Variables Using Stata. Stata press, 2006.

BRYMAN, Alan; BELL, Emma — Business research methods. 2nd ed. Oxford : Oxford University Press, 2007.
HILL, Manuela Magalhães ; HILL, Andrew – Investigação por questionário. 2ª ed. rev. e corr., 2ª reimp. Lisboa : Edições Sílabo, 2005.
HUSSEY, Jill ; HUSSEY, Roger — Business research : a practical guide for undergraduate and postgraduate students. Basingstoke : Macmillan Press, 1997.
Oliveira, T. C. (2014) O que é uma boa investigação qualitativa?, in Gomes, Jorge; Cesário, Francisco (coord.) Investigação em Gestão de Recursos Humanos: Um guia de boas práticas, 1ª Ed., Vol. 1, Lisboa, Escolar Editora, 100-150.

Regional Development

Code: 01640305

Scientific Area: Economics

ECTS: 6.0

Duration: Second Semester

Language of Instruction: English or Portuguese

Recommended Prerequisites

Microeconomics; Macroeconomics.

Teaching Methods

The lectures are organized to encourage students' active involvement in learning, fostering student- teacher and student-student interaction. In some classes the theoretical contents are exposed, stimulating the discussion of their importance and validity. In others, theoretical knowledge is applied to discuss and analyze (real and/or simulated) problems, hence contributing to the course objectives' achievement. Further, tutorial guidance is available to students, in order to seek clarification, explanations, guidance for the essay or to debate a theme.

Learning Outcomes

This curricular unit is intended to provide the student with the ability to discuss the specificities and factors inherent to regional (economic) development. Thus, at the end of the course, students should be able to:

1. Understand the and recognize the dynamics associated with regional development;
2. Explain why are regions different from nations, characterize the spatial distribution of economic activities, and summarize their main determinants;
3. Characterize the region's economic base, and analyze the structure of their intersectoral and interregional relations;
4. Know the European policy for cities and regions; and, taking into account the objectives of sustainable development, discuss and propose regional development policies adapted to the context of a specific region.

Syllabus

1. The lexicon of regional science: space, territory, region, urban systems and mobilities
2. The spatial distribution of economic activities and territorial structures
2.1. Why are regions different from nations?

2.2. Spatial clustering and agglomeration economies
3. Intra and inter-regional economic analysis
3.1. Characterization of the economic base of the regions
3.2. Trade and value chains
3.3. Migrations as an adjustment mechanism
4. Policies and strategies for sustainable territorial development
4.1. European policy on regions and cities
4.2. The Sustainable Development Goals in Cities and Regions

Head Lecturer(s)

Luís Miguel Peres Lopes

Assessment Methods

Assessment
Resolution Problems: 30.0%
Research work: 70.0%

Bibliography

CAPELLO, Roberta; NIJKAMP, Peter (eds.) Handbook of Regional Growth and Development Theories: Revised and Extended Second Edition. Cheltenham: Edward Elgar, 2019
MCCANN, Philip; VARGA, Attila (eds.), Place-based Economic Development and the New EU Cohesion Policy. London: Routledge, 2018.
PIKE, Andy ; RODRÍGUEZ-POSE, Andrés ; TOMANEY, John Local and regional development. London: Routledge, 2017.