

Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Ястребов Олег Александрович
Должность: Ректор
Дата подписания: 29.05.2025 12:45:51
Уникальный программный ключ:
ca953a0120d891083f939673078ef1a989dae18a

**FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION
OF HIGHER EDUCATION PEOPLES' FRIENDSHIP UNIVERSITY
OF RUSSIA NAMED AFTER PATRICE LUMUMBA
RUDN UNIVERSITY
Faculty of Economics**

COURSE SYLLABUS

FREE ECONOMIC ZONES AND OFFSHORES

**Recommended by the Didactic Council for the Education Field of
38.03.01 Economics**

(code and name of the direction of training/specialty)

**The course instruction is implemented within the
professional education programme of higher education**

International Economic
Relations (name
(profile/specialization))

1. COURSE GOALS

The goal of mastering the discipline "Free Economic Zones And Offshores" is to form a holistic view of special economic zones among students, to reveal the mechanism and specifics of their practical action, to show their role and importance in solving socio-economic national problems; formation of the necessary theoretical and methodological basis of the phenomenon of "special economic zone" in world economic relations; to summarize the world experience of their creation and functioning in countries with different levels of economic development; on the basis of a critical analysis of the world and domestic practice of applying the assimilation and proper application of the knowledge gained by students in practical activities.

The study of the academic discipline "Free Economic Zones and Offshores" is important for the formation of the professional consciousness of the future economist, the expansion and deepening of the theoretical knowledge of students, the formation and instilling in professional skills and abilities necessary for practical action in the specific conditions of free economic zones.

2. LEARNING OUTCOMES

Studying the discipline "Free economic zones and offshores" is aimed at the formation of the following competencies (parts of competencies) in students:

Table 2.1. List of competencies formed by students during the development of the discipline (results of the development of the discipline)

Competence code	Competence	Competence indicators
GC-5	Able to perceive the intercultural diversity of society in the socio-historical, ethical and philosophical contexts	GC-5 Able to professionally communicate on a given topic, in terms of historical heritage and socio-cultural traditions of various social groups, ethnic groups and confessions, including world religions, philosophical and ethical teachings
		GC-5 Know how to substantiate the features of project and team activities with representatives of other ethnic groups and (or) confessions
		GC-5 Able to adhere to the principles of non-discriminatory interaction in personal and mass communication in order to fulfill professional tasks and strengthen social integration
GC-9	Able to use basic defectological knowledge in social and professional areas	GC-9 Possess ideas about the principles of non-discriminatory interaction in communication in various spheres of life, taking into account the socio-psychological characteristics of persons with disabilities
		GC-9 Able to plan and carry out professional activities with persons with disabilities or disabilities

Competence code	Competence	Competence indicators
		GC-9 Know how to interact with persons with disabilities in social and professional areas

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The discipline "Free economic zones and offshores" refers to the disciplines chosen by the mandatory component

Table 3.1. The list of the components of the educational program that contribute to the achievement of the planned results of the development of the discipline

Code	Competence	Previous disciplines/modules, practices*	Subsequent disciplines/modules, practices*
GC-5	Able to perceive the intercultural diversity of society in the socio-historical, ethical and philosophical contexts	History; History of Economic Thought; World Economy; Economics of interstate territorial disputes; International Labour market and Migration; International economic organisations; Global food security; Foreign economic relations between Russia and Latin American and Caribbean countries; Foreign economic relations between Russia and Asian and African countries; Russia and BRICS in the global economy; Russia and G7 countries in the world economy; Global financial centers; China in the global economy; Demographic processes and politics; Gas wars in the 21st century;	Business protocol and etiquette in international business; Final state examination procedures; Degree thesis procedures

Code	Competence	Previous disciplines/modules, practices*	Subsequent disciplines/modules, practices*
		Passport and visa diplomacy; Geopolitical and economic interests of Russia in the world	
GC-9	Able to use basic defectological knowledge in social and professional areas	Enterprise economy; International Labour market and Migration; Passport and visa diplomacy; Business protocol and etiquette in international business	Technological internship; Final state examination procedures; Degree thesis procedures

4. COURSE WORKLOAD AND LEARNING ACTIVITIES

The total laboriousness of the discipline "Free economic zones and offshores" is 3 credits.

TABLE 4.1. Types of academic activities during the period of the HE programme mastering

Type of educational work		TOTAL, academic hours	Semester
			7
<i>Contact, ac.h</i>		34	34
Lectures		0	0
Lab work		0	0
Seminars (workshops/tutorials)		34	34
<i>Self-study (ies), academic hours</i>		56	56
<i>Evaluation and assessment academic hours</i>		18	18
Overall laboriousness of the discipline	<i>academic hours</i>	108	108
	credits	3	3

5. COURSE MODULES AND CONTENTS

Table 5.1. The content of the discipline (module) by type of academic work

Course Modules and Contents	Modules and Topics (Units/Themes)	Type of educational work*
Section 1. Free economic zones: concept, prerequisites and goals of creation	Topic 1. Definition of free zones in domestic and foreign literature. Essence and content of free economic zones.	Lectures, Seminars

Course Modules and Contents	Modules and Topics (Units/Themes)	Type of educational work*
	<p>Topic 2. Emergence and main stages of development of free economic zones.</p> <p>Topic 3. Prerequisites, goals and conditions for the creation of free economic zones.</p>	
Section 2. Free economic zones in the global economy	<p>Topic 4. Free economic zones as a condition and result of the openness of the national economy.</p> <p>Topic 5. Free economic zones in the countries of the world.</p>	Lectures, Seminars
Section 3. Typology of free economic zones in world practice	<p>Topic 6. Classification of free economic zones, its main criteria.</p> <p>Topic 7. Territorial and functional free economic zones.</p>	Lectures, Seminars
Section 4. Offshore zones: concept, prerequisites and goals of creation	<p>Topic 8. Offshore zones - a special type of free economic zones. The concept of offshore zones.</p> <p>Topic 9. Main characteristics of offshore zones. Advantages and disadvantages of offshore zones.</p>	Lectures, Seminars
Section 5. Free (special) economic zones of Russia.	<p>Topic 10. The specifics of the creation of Russian economic zones. Topic 11. Benefits and preferences in the territory of the special economic zone.</p> <p>Topic 12. Types and regions of Russian economic zones.</p>	Lectures, Seminars

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Material and technical support of the discipline

Audience type	Equipping the classroom	Specialized educational/laboratory equipment, software and materials for mastering the discipline (if necessary)
Lecture hall	Auditorium 101 for conducting lecture-type classes, equipped with a set of specialized furniture; a blackboard (screen) and technical means of multimedia presentations.	Asus F6A laptop, Casio XJ-S 400 UN Multimedia Projector, Casio XJ-V 100W Multimedia

Audience type	Equipping the classroom	Specialized educational/laboratory equipment, software and materials for mastering the discipline (if necessary)
		Projector, GEHA 244*244 Projection Screen, Draper 203*1 Wired Screen, Defender Mercury 35 Mkl Speaker System, Philips TV
Seminary	Auditorium 103 for seminar-type classes, group and individual consultations, continual monitoring and interim certification, equipped with a set of specialized furniture and multimedia presentation equipment.	Lenovo AIO-510-22ISH Intel I5 2200 MHz/8 GB/1000 GB/DVD/audio Monoblock, 21" monitor, Casio XJ-V 100W Multimedia Projector, Motorized Digis Electra 200*150 Dsem-4303 screen
Computer class	Computer class 19 for conducting classes, group and individual consultations, current control and intermediate certification, equipped with personal computers (in the amount of 21 pcs.), a blackboard (screen) and multimedia presentation equipment.	Lenovo AIO-510-22ISH Intel I5 2200 MHz/8 GB/1000 GB/DVD/audio Monoblock, 21" monitor, Casio XJ-V 100W Multimedia Projector, Motorized Digis Electra 200*150 Dsem-4303 screen
For independent work of students	Auditorium 29 for independent work of students (can be used for seminars and consultations), equipped with a set of specialized furniture and computers with access to EIOS	Lenovo AIO-510-22ISH Intel I5 2200 MHz/8 GB/1000 GB/DVD/audio Monoblock, 21" monitor, Casio XJ-V 100W Multimedia Projector, Motorized Digis Electra 200*150 Dsem-4303 screen

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main reading(sources)

Schumacher, P. (2005). Offshore strategy. In E. Carmel & P. Tjia (Authors), Offshoring Information Technology: Sourcing and Outsourcing to a Global Workforce (pp. 93-111). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511541193.007

Carmel, E., & Tjia, P. (2005). Offshore economics and offshore risks. In Offshoring Information Technology: Sourcing and Outsourcing to a Global Workforce (pp. 31-50). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511541193.004

Wood, J. (2017). Special Economic Zones: Gateway or Roadblock to Reform? In M. Crouch (Ed.), *The Business of Transition: Law Reform, Development and Economics in Myanmar* (pp. 148-175). Cambridge: Cambridge University Press. doi:10.1017/9781108236737.008

MOBERG, L. (2015). The political economy of special economic zones. *Journal of Institutional Economics*, 11(1), 167-190. doi:10.1017/S1744137414000241

Additional (optional) reading (sources)

Beverelli, C. (2011). *Offshoring in the Global Economy: Microeconomic Structure and Macroeconomic Implications* by Robert C. Feenstra MIT Press, 2010. *World Trade Review*, 10(2), 286-290. doi:10.1017/S1474745611000036

Bradley, R. (2019). *The Offshore Islands*. In *The Prehistory of Britain and Ireland* (Cambridge World Archaeology, pp. 1-29). Cambridge: Cambridge University Press. doi:10.1017/9781108419925.001

Offshore Asia: Maritime Interactions in Eastern Asia before Steamships. (2013). ISEAS–Yusof Ishak Institute.

McCann, H. (2006). *Offshore Finance*. Cambridge: Cambridge University Press. doi:10.1017/CBO9780511494536

Resources of the Internet information and telecommunication network:

1. EBS RUDN and third-party EBS, to which university students have access on the basis of concluded contracts:

- Electronic library system of RUDN – EBS RUDN <http://lib.rudn.ru/MegaPro/Web>
- EBS "University Library online" <http://www.biblioclub.ru>
- ABS Yurayt <http://www.biblio-online.ru>
- EBS "Student Consultant" www.studentlibrary.ru
- EBS "Doe" <http://e.lanbook.com/>
- EBS "Trinity Bridge"

Databases and search engines:

- electronic fund of legal and regulatory and technical documentation <http://docs.cntd.ru/>
- Yandex search engine <https://www.yandex.ru/>
- Google search engine <https://www.google.ru/>
- SCOPUS abstract database <http://www.elsevierscience.ru/products/scopus/>

Educational and methodological materials for independent work of students during the development of the discipline/ module:*

1. A course of lectures on the discipline "Free economic zones and offshores".

2. Source files with program code for completing seminar assignments.

** - all teaching materials for independent work of students are placed in accordance.*

with the current procedure on the discipline page in the Telecommunication system!

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION

Evaluation materials and a grading system* for assessing the level of formation of competencies (part of competencies) based on the results of mastering the discipline "Free Economic Zones And Offshores" are presented in the Appendix to this Course Syllabus of the discipline.

DEVELOPERS:

**Head of the Department
of International
Economic Relations,
Doctor of Economics,
Professor**



Andronova I.V.

Position, ED

Signature

Surname I.O.

HEAD OF ED:

**Head of the Department
of International
Economic Relations,
Doctor of Economics,
Professor**



Andronova I.V.

Name of ED

Signature

Surname I.O.

HEAD OF THE OP IN:

**Head of the Department
of International
Economic Relations,
Doctor of Economics,
Professor**



Andronova I.V.

Name of ED

Signature

Surname I.O.