

## 1. BASIC INFORMATION

Course	International Trade
Degree program	Global Bachelor Degree in International Business
School	Social Sciences
Year	3rd
ECTS	6 ECTS
Credit type	Obligatory
Language(s)	English
Delivery mode	On campus
Semester	6
Academic year	2024/2025
Coordinating professor	Gloria Canales

## 2. PRESENTATION

In this course, students will learn the implications that economic globalization has on trade flows and patterns of trade. The course will introduce the main international economics concepts required to understand the commercial relationships among countries and regions. The students will learn the different arguments for and against the protectionist trade policies and trade barriers; and, will be provided with the tools required for economic analysis of countries and world economic regions.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Core competencies:

- CB1: Students should demonstrate they possess and understand knowledge in a field of study that starts from a general secondary education base, and combines ideas found in advanced textbooks with the latest knowledge in that field.
- CB2: Students should know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.
- CB3: Students should have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.
- CB4: Students should be able to transmit information, ideas, problems and solutions to a specialized and non-specialized public.
- CB5: Students should have developed those learning skills necessary to undertake further studies with a high degree of autonomy

### Cross-curricular competencies:

- CT4: Analysis and synthesis skills: Being able to break down complex situations into their constituent parts, and also to assess other alternatives and approaches in order to find the best solutions. Synthesis seeks to reduce complexity in order to facilitate understanding and/or problem solving.
- CT6: Oral and written communication skills: The ability to transmit and receive information, ideas, opinions and attitudes for the purposes of comprehension and action, oral communication involving speech and gestures, and written communication writing and/or graphics.
- CT8: Information management: The ability to find, select, analyze and integrate information from different sources.
- CT12: Critical reasoning: The ability to analyze an idea, phenomenon or situation from different points of view and take a personal approach to it based on rigor and objective reasoning, and not on intuition.
- CT13: Problem solving: The ability to resolve a confusing issue or a complicated situation that stands in the way of achieving a goal and where there is no predefined solution.
- CT17: Teamwork: The ability to actively participate and cooperate with other people, areas and/or organizations to achieve common goals.

#### **Specific competencies:**

- CE3: Analyze the current role of the international organizations, as well as the scope and the influence of international cooperation agencies.
- CE4: Identify and analyze economic aspects of globalization process related to firm internalization, trade and global economy.
- CE6: Assimilate and take into account the socioeconomic characteristics of the different geopolitical, economic and cultural areas in the decision making process, as well as their particularities.
- CE12: Understand and evaluate the legal framework in the strategic decision making process in new competitive environments.
- CE27: Use tools and criteria to select the suppliers and partner countries for the firm.

#### **Learning outcomes:**

- LO1: Understanding the main trends in international trade and the economic aspects of globalization.
- LO2: Understanding concepts related to the international economy.
- LO3: Economic studies of countries or economic world areas

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
BS2, BS3, BS4, CS4, CS6, CS8, CS12, CS13, CS17, SS3, SS4, SS6, SS12, SS27	LO1
BS1, BS2, BS4, CS4, CS6, CS8, CS12, CS13, CS17, SS6, SS27	LO2

BS2, BS3, BS4, BS5, CS4, CS6, CS8, CS12, CS13, CS17, SS3, SS6, SS12	LO3
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## 4. CONTENT

- Introduction to international trade. Tools, free trade and protectionism.
- Regulatory bodies and normative applying accordingly to different geopolitical contexts.
- Foreign trade analysis in Spain.
- Exports, international contracts. International borders.
- Operations, logistics and transportation.
- International contracting. Negotiation and agreements.
- Economic integration, economies of scale and commercial integration

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Masterclass
- Case Method
- Cooperative Learning
- Problem Based Learning (PBL)
- Project Based Learning.

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

**Campus-based mode:**

Learning activity	Number of hours
Masterclass	38
Individual Work	30
Formative Assessment	10
Problem Solving	15
Tutoring	10
Group Participation Activities	15
Case Studies	15
Written Assignments	10
Oral Presentation	5

Asynchronous Lectures	2
<b>TOTAL</b>	<b>150h</b>

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

### Campus-based mode:

Assessment system	Weight
Knowledge assessment	50%
Case studies and problem solving	20%
Written assignement	10%
Performance observation	5%
Oral presentation	15%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

### 7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

### 7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1. Analysis and integration of contents of unit 1 through readings, debates, individual / group resolution of exercises, case studies, reports, questionnaires and / or oral presentations.	Week 1-2
Activity 2. Reading comprehension quiz/test of material corresponding to unit 1.	Week 3
Activity 3. Analysis and integration of contents of unit 2 through readings, debates, individual / group resolution of exercises, case studies, reports, questionnaires and / or oral presentations.	Week 4-5
Activity 4. Reading comprehension quiz/test of material corresponding to unit 2.	Week 6
Activity 5. Analysis and integration of contents of unit 3 through readings, debates, individual / group resolution of exercises, case studies, reports, questionnaires and / or oral presentations.	Week 6-9
Activity 6. Reading comprehension quiz/test of material corresponding to unit 3.	Weeks 9
Activity 7. Comprehensive knowledge exam – Intermediate	Week 10
Activity 8. Analysis and integration of contents of unit 4 through readings, debates, individual / group resolution of exercises, case studies, reports, questionnaires and / or oral presentations.	Week 11-12
Activity 9. Reading comprehension quiz/test of material corresponding to unit 4.	Week 13
Activity 10. Analysis and integration of contents of unit 5 through readings, debates, individual / group resolution of exercises, case studies, reports, questionnaires and / or oral presentations.	Week 14
Activity 11. Analysis and integration of contents of unit 6 through readings, debates, individual / group resolution of exercises, case studies, reports, questionnaires and / or oral presentations.	Week 15

Activity 12. Group Projects – Oral presentations.	Weeks 16-17
Activity 13. Comprehensive knowledge exam – Final	Week 17

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAPHY

The main reference work for this subject is:

- KRUGMAN, P. R., OBSTFELD, M., & MELITZ, M. J. (2022). *International Trade: Theory and policy*. Pearson, 12th edition.
- PUGEL, T.A. (2020). *International Economics*. McGraw-Hill, 17th edition.

The recommended Bibliography is:

- ALLEN, R.C. (2001). *Global Economic History: A Very Short Introduction*. Oxford University Press.
- APPLEBYARD, D.R., FIELD, A.J. (2014). *International Economics*.: McGraw-Hill.
- BARNETT, M., FINNEMORE, M. (2004). *Rules for the World: International Organizations in Global politics*. Cornell.
- CARBAUGH, R.J. (2015). *International Economics*. Cengage Learning.
- KRUGMAN, P. R. (2000). *Rethinking international trade*. Cambridge: MIT.
- MADDISON, A. (2001). *The World Economics. A Millennial Perspective*. OECD.
- RAVENHILL, J. (2017). Editor, *Global Political Economy*, 5th Edition, Oxford University Press.
- RODRIK, D. (2011). *The Globalization Paradox*. Oxford University Press.
- STEGER, M. B. (2003). *Globalization. A Very Short Introduction*. Oxford University Press.
- STIGLITZ, J. E., & CHARLTON, A. (2007). *Fair trade for all: How trade can promote development*. Oxford: Oxford University Press.
- STUTZ F. P. AND WARF B. (2013). *The World Economy: Geography, Business, Development*. New International Edition. 6th edition, Prentice Hall.
- Annual Reports by international organizations will be used extensively: WTO, IMF, WB, OECD, UNCTAD, UNDP, etc.
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## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.

3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## **11. ONLINE SURVEYS**

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.

## WORK PLAN FOR THE COURSE

### HOW TO COMMUNICATE WITH YOUR PROFESSOR

Whenever you have a question about the content or activities, don't forget to post it to your course forum so that your classmates can read it.

You might not be the only one with the same question!

If you have a question that you only want to ask your professor, you can send him/her a private message from the Campus Virtual. And if you need to discuss something in more detail, you can arrange an advisory session with your professor.

It's a good idea to check the course forum on a regular basis and read the messages posted by your classmates and professors, as this can be another way to learn.

### SCHEDULE ACTIVITIES

This table shows the delivery deadline for each assessable activity in the course, as well as the delivery dates:

Week	Contents	Learning activities /Assessables	Weight of evaluable activity




This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## DESCRIPTION FOR ASSESSMENT ACTIVITIES

Activity 1.

Activity 2.

Activity 3.

Activity 4.

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## RUBRICS FOR ASSESSMENT ACTIVITIES


## PLAGIARISM REGULATION

In accordance with the current student disciplinary regulations at Universidad Europea:

- Plagiarism, in full or in part, of intellectual works of any kind, is considered a very serious offense.
- Very serious offenses relating to plagiarism and the use of fraudulent means to pass assessment tests shall result in exclusion from the exams for the relevant period, as well as the inclusion of the offense and its details in the student's academic record.