

1. BASIC INFORMATION

Course	Emerging Markets & Developed Countries.
Degree program	International Business
School	Social Science and Communications
Year	4th
ECTS	6 ECTS
Credit type	Elective
Language(s)	English
Delivery mode	On campus
Semester	7
Academic year	2024/2025
Coordinating professor	Gloria Canales
Professor	Gloria Canales

2. PRESENTATION

The main goal of this course is that that students know and understand the recent evolution of world economy and the economic evolution of different countries, the basic theory of the developed as well as the main instruments of economic policy.

In this course, students will study and analyze the main implications that economic globalization and the evolution of economic policies to promote the economic growth. This allows to set up the international economic relationships and the different arguments in relation of monetary, trade, fiscal and of the protectionist policies. In addition, it also allows to study the different process of economic integration.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

CB1: Students must demonstrate a deep knowledge and understanding of a field of study that is based on secondary education and that, whilst supported by advanced textbooks, involves acquaintance with the vanguard of their area of study.

CB3: Students must be able to gather data, usually within their field of study, interpret it and make judgments and considerations on relevant social, scientific or ethical issues.

CB5: Students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

Cross-curricular competencies:

CT1: Autonomous Learning: Ability to choose the strategies, tools, and moments that are deemed most effective for learning and independently applying what has been learned.

CT2: Self-confidence: Ability to assess our own results, performance, and capabilities with the internal conviction that we are capable of handling challenges and tasks presented to us.

CT4: Analytical and Synthesis Ability: the capacity to break down complex situations into their constituent parts; also, to evaluate other alternatives and perspectives to find optimal solutions. Synthesis aims to reduce complexity in order to better understand it and/or solve problems.

CT7: Awareness of Ethical Values: Ability to think and act according to universal principles based on the value of the individual, aimed at their full development and involving a commitment to certain social values.

CT8: Information Management: Ability to search for, select, analyze, and integrate information from diverse sources.

CT9: Interpersonal Skills: Ability to relate positively to others through verbal and non-verbal means, using assertive communication, which is understood as the capacity to express or convey what one wants, thinks, or feels without discomforting, offending, or hurting the feelings of the other person.

CT17: Teamwork: Ability to integrate and actively collaborate with other individuals, areas, and/or organizations to achieve common objectives.

CT18: Utilization of Information and Communication Technologies (ICT): Ability to effectively use information and communication technologies as tools for searching, processing, and storing information, as well as for developing communication skills.

Specific competencies:

CE.6.- Ability to assimilate and consider, in decision making, the socioeconomic reality of the different geopolitical, geoeconomic and sociocultural areas, as well as their particularities.

CE.11.- Ability to analyze and evaluate macroeconomic information in new competitive environments for making strategic business decisions.

CE.12.- Ability to understand and evaluate the legal framework for making strategic business decisions in new competitive environments.

CE.13.- Ability to analyze and evaluate, in international social environments, new competitive markets for making strategic business decisions.

CE. 14.- Ability to adapt to new trends and business practices, including the application of corporate social responsibility policies at the international level.

CE. 22.- Ability to integrate into different international environments, adapting and adapting the business model to other geopolitical and cultural contexts.

Learning outcomes:

LO1: Understanding of basic economic concepts of the major emerging markets, BRICS, EAGLES, etc. related to the structure of GDP, foreign trade, its policy of attracting foreign investment and social policy and economic development.

LO2: Understand its importance in the international economy, as well as its perspectives in the short, medium and long term.

LO3: Understand the relationship between emerging powers and developments countries and relations among themselves.

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

Competencies	Learning outcomes
CB3, CB5, CT2, CB3, CE14	LO1

CB3, CB5, CT2, CE14	LO2
CB, CT1, CT2, CT4, CE14	LO3

4. CONTENT

- Foreign trade, main actors, role of international cooperation organizations.
- Impact of the global economy on foreign relations, impact of crises on economic development, integration perspectives and economic blocs.
- Assessment of global companies in the world and their position in emerging countries.

5. TEACHING-LEARNING METHODOLOGIES

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

- Masterclass
- Case study method
- Cooperative learning
- Problem based learning (PBL)
- Simulation environment

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	31
Individual Work	20
Formative Assessment	10
Problem Solving	10
Tutoring	20
Group Participation Activities	20
Case Studies	10
Resource searching and selection of information sources	10
Oral Presentations	10

Asynchronous Lectures	9
TOTAL	150 h

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	15%
Written assignments	20%
Performance observation	5%
Oral presentations	10%

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 minimum grade of 5.0 in the exams for including all other assessments in the calculation of the final grade of the subject.

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 minimum grade of 5.0 in the exams for including all other assessments in the calculation of the final grade of the subject.

The student must deliver the activities not successfully completed in the first exam period in the date indicated by the professor.

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 1-4
Activity 2. Reading comprehension quiz/test of material corresponding to unit 1.	Week 4
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 5-6
Activity 4. Reading comprehension quiz/test of material corresponding to unit 2.	Week 7
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 7-8
Activity 6. Reading comprehension quiz/test of material corresponding to unit 3.	Week 8
Activity 7. Comprehensive knowledge exam – Intermediate	Week 9
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 10-12
Activity 9. Reading comprehension quiz/test of material corresponding to unit 4.	Week 12
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 13-15
Activity 11. Reading comprehension quiz/test of material corresponding to unit 5.	Week 15
Activity 12. Group Projects – Oral presentations.	Semana 15-16
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:

- Westra, Richard Ed.: "The Political Economy of Emerging Markets: Varieties of BRICS in the Age of Global Crises and Austerity". Routledge, Copyright 2017. Published August 8, 2019.

The recommended bibliography is:

- Acemoglu, Daron: "Por qué Fracasan los países", Crown Publishing Group, 2012
- Atkinson, Anthony: "Inequity: What Can Be Done?", Harvard, 2015
- Bourguignon, François: "The Globalization of Inequality", Princeton University Press, 2015
- Escribano, Gonzalo: "Teoría del Desarrollo Económico", UNED, 2010
- Giménez Esteban, Gregorio: "Introducción al Crecimiento Económico y Desarrollo", Editorial Pirámide, 2017
- Goel, R.; Gautam, D.; Natalucci, F., "Sustainable Finance in Emerging Markets: Evolution, Challenges, and Policy Priorities". IMF Working Papers, September 9, 2022
- Gordon, Robert: "The Rise and Fall of American Growth: The U.S., Standard of Living the Civil War. The Princeton Economic History of the Western World", 2016.
- Piketty, Thomas: "The Capital in the Twenty First Century", 2014
- Ravenhill, J., Editor, 2017, Global Political Economy, 5th Edition, Oxford University Press.
- Stutz F. P. and Warf B., The World Economy: Geography, Business, Development. New International Edition. 6th edition, Prentice Hall, 2013.
- Tikku, P., The Emerging Markets Handbook, Harriman House Ltd., Great Britain, 2014

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 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

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.