

1. BASIC INFORMATION

Course	International Economic and Financial Organizations
Degree program	Global Bachelor's Degree In International Relations
School	Faculty of Social Sciences
Year	Third Year
ECTS	6 ECTS
Credit type	Compulsory
Language(s)	English
Delivery mode	Face-to-face
Semester	First Semester
Academic year	2025/2026
Coordinating professor	PhD. Carlos M. Martin Gonzalez

2. PRESENTATION

The presented academic program undertakes a comprehensive examination of primary international economic and financial institutions, with an aim to foster a critical appraisal of these entities, with specific concentration on the domains of international economic activity - encompassing trade, financing, cooperation, and global monetary policy. An exploration of the genesis and subsequent adaptations of these major global and regional institutions, in response to the evolving dynamics of the international economy, forms an integral part of the program curriculum. These evolutionary shifts encapsulate changes to their structural format, the range of activities undertaken, the objectives pursued, and their operational mechanics.

Upon completion of this program, students will gain a profound understanding of the inception, theoretical underpinnings, operational procedures, and structural organization of international economic entities. The pedagogical approach emphasizes critical evaluation, facilitated through an in-depth engagement with primary and auxiliary scholarly literature.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1 - That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.
- CB2 - That students 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 development and defense of arguments and problem solving within their field of study.
- CB3 - That students 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 - That students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.
- CB5 - That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

Cross-curricular competencies:

- CC1: Autonomous Learning - Students are expected to demonstrate the capacity to select and utilize the strategies, tools, and timing they deem most effective for their independent learning and the subsequent application of acquired knowledge.
- CC8: Information Management - Students are required to demonstrate the ability to search, select, analyze, and integrate information sourced from diverse channels.
- CC10: Initiative and Entrepreneurial Spirit - This competency encompasses the ability to undertake challenging or risky tasks with determination, to proactively anticipate issues, propose improvements, and demonstrate perseverance towards their accomplishment. Students should prefer to assume and perform activities autonomously.
- CC11: Planning and Time Management - Students are expected to showcase their ability to define goals and select the means to accomplish these objectives, effectively utilizing time and resources.
- CC13: Problem Solving - This competency involves the ability to devise solutions for ambiguous situations or complex issues without predefined resolutions, which may obstruct the attainment of set goals.
- CC15: Responsibility - This competency involves the demonstration of the ability to fulfill commitments made both to oneself and others during task execution, and in the pursuit of set objectives within the learning process. Students should exhibit their capacity to acknowledge and accept the consequences of actions undertaken willingly.

Specific competencies:

- CE05 - Know and understand the economic aspects of globalization related to: internationalization of companies, foreign trade, and global economy.
- SC16 - Identify and analyze the different geopolitical, geoeconomic, and socio-cultural areas, as well as their particularities.
- CE25 - Identify and relate to the different international actors.

Learning outcomes:

- LO1: The student will have the ability to identify and analyze the different geopolitical, geoeconomic and socio-cultural areas as well as their particularities.
- LO2: The student will have the ability to know and understand the economic aspects of globalization linked to: internationalization of companies, foreign trade, and global economy.
- LO3: Will have the ability to develop basic economic research studies of international character and areas that integrate it: economic, social, political and cultural.
- LO4: Know how to use research techniques to identify problems.
- LO5: Will be able to effectively apply different techniques for obtaining, integrating, representing and analyzing political-economic information.

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

Competencies	Learning outcomes
CB1, CB3, CC8, CC11, CC13, SC16, SC25	LO1: The student will have the ability to identify and analyze the different geopolitical, geoeconomic and socio-cultural areas as well as their particularities.
CB1, CB2, CB3, CB5, CC1, CC8, CC10, SC05	LO2: The student will have the ability to know and understand the economic aspects of globalization linked to: internationalization of companies, foreign trade, and global economy.
CB2, CB3, CB4, CB5, CC1, CC8, CC11, SC05, SC16	LO3: Will have the ability to develop basic economic research studies of international character and areas that integrate it: economic, social, political and cultural.
CB2, CB3, CB5, CC13, CC8, CC11, SC05, SC25	LO4: Know how to use research techniques to identify problems.
CB2, CB3, CB4, CB5, CC8, CC11, CC15, SC05, SC25	LO5: Will be able to effectively apply different techniques for obtaining, integrating, representing and analyzing political-economic information.

4. CONTENT

Exposure and critical appraisal of the main organizations focused on international economic activity: trade; finance; cooperation and global monetary policy. Study of the main global and regional organizations.

5. TEACHING-LEARNING METHODOLOGIES

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

- Cooperative Learning
- Problem-Based Learning (PBL)
- Simulation Environments
- Case method

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
Debates and Colloquiums	8
Oral presentations	5
Tutorials	18

Autonomous Work	50
Lecture	23
Asynchronous Lectures	7
Case Analysis	17
Problem Solving	10
Reports and Written Assignments	10
In-Person Knowledge Assessments	2
TOTAL	150

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 tests	35%
Oral presentations	25%
Directed individual work	30%
Portfolio	10%

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 assesment 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 5.0 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 assesment 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 5.0 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
In class exercises	Week 2
Valenciaport visit	Week 4
Class presentation	Week 8
Research paper	Week 10
Knowledge test	Week 12

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:

- Armstrong, D. , Lloyd, L. & Redmond, J. (2019). *International Organisation in World Politics*. Nueva York: Macmillan International.

The recommended Bibliography is:

- Díez De Velasco, M. (2010). *Las organizaciones internacionales*. Madrid: Tecnos.
- Herdegen, M. (2016). *Principles of International Economic Law*. Oxford: Oxford University Press.
- Park, S. (2018). *International Organisations and Global Problems. Theories and explanations*. Cambridge: Cambridge University Press
- Ziring, L., Edwon, R. & Plano, J.C. (2005). *The United Nations: International Organization and World Politics*. Belmont: Thomson Wadsworth.

10. EDUCATIONAL ORIENTATION, DIVERSITY AND INCLUSION 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.uev@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