

## 1. BASIC INFORMATION

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|------------------------|---|
| Course                 | Emerging powers and markets                         |
| Degree program         | Global Bachelor's Degree In International Relations |
| School                 | School of Social Sciences                           |
| Year                   | Fourth Year   |
| ECTS                   | 6 ECTS  |
| Credit type            | Elective  |
| Language(s)            | English   |
| Delivery mode          | Face-to-face  |
| Semester               | Second Semester                                     |
| Academic year          | 2025/2026   |
| Coordinating professor | PhD. Carlos M. Martin Gonzalez                      |

## 2. PRESENTATION

Emerging Powers and Markets explores how today's once-peripheral economies are fast becoming key players in global growth, trade, and diplomacy. In a conversational, practice-oriented setting, we will examine why certain regions gain momentum, how policy and investment spark development, and the ways rising powers convert economic clout into influence within international institutions. Through concise lectures, open dialogue, and small applied projects you will learn to read market signals, weigh opportunities against social impact, and speak confidently about the challenges and possibilities that new economic actors bring to world affairs.

## 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   |
|---|---|
| <b>CB1, CB3, CC1, CC8, CC11, CC13, SC16, SC25</b> | LO1: The student will have the ability to identify and analyze the different geopolitical, geoeconomic and socio-cultural areas as well as their particularities. |

|   |  |
|---|--|
| <b>CB1, CB2, CB3, CB5, CC1, CC8, CC10, SC05</b>             | 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. |
| <b>CB2, CB3, CB4, CB5, CC1, CC8, CC11, CC13, SC05, SC16</b> | LO3: Will have the ability to develop basic economic research studies of international character and areas that integrate it: economic, social, political and cultural.              |
| <b>CB2, CB3, CB5, CC13, CC8, CC11, SC05</b>                 | LO4: Know how to use research techniques to identify problems.   |
| <b>CB2, CB3, CB4, CC8, CC11, CC15, SC05, SC25</b>           | LO5: Will be able to effectively apply different techniques for obtaining, integrating, representing and analyzing political-economic information.                                   |

## 4. CONTENT

An analysis of the development potential of certain areas and countries and strategies to promote development and investment. Integration and influence of the new powers.

## 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:**

| <b>Learning activity</b>       | <b>Number of hours</b> |
|--------------------------------|------------------------|
| <b>Debates and Colloquiums</b> | 8                      |
| <b>Oral presentations</b>      | 5                      |
| <b>Tutorials</b>               | 18                     |
| <b>Autonomous Work</b>         | 50                     |
| <b>Lecture</b>                 | 23                     |
| <b>Asynchronous Lectures</b>   | 7                      |
| <b>Case Analysis</b>           | 17                     |

|  |            |
|--|------------|
| <b>Problem Solving</b>                 | 10         |
| <b>Reports and Written Assignments</b> | 10         |
| <b>In-Person Knowledge Assessments</b> | 2          |
| <b>TOTAL</b>                           | <b>150</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 |
|---------------------------------|--------|
| <b>Knowledge tests</b>          | 35%    |
| <b>Oral presentations</b>       | 25%    |
| <b>Directed individual work</b> | 30%    |
| <b>Portfolio</b>                | 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   |
|---|------------|
| Activity 1 — Market-Mapping Lab                           | Weeks 1-2  |
| Activity 2 — Country Opportunity Brief                    | Weeks 4-5  |
| Activity 3 — Simulation: BRICS New Development Bank Board | Weeks 6-7  |
| Activity 4 — Group Investment Pitch                       | Weeks 9-10 |
| Knowledge test  | January    |

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:

- Regilme, S. S., & Parisot, J. (2025). *American hegemony and the rise of emerging powers*. Routledge.
- Nwogugu, M. I. C. (2021). *Geopolitical risk, sustainability and “cross-border spillovers” in emerging markets (Vol. 2): Constitutional political economy, pandemics-governance and labor-oriented bail-outs/bail-ins* (1.<sup>a</sup> ed.). Springer International Publishing.

The recommended Bibliography is:

- Carmody, P. (2013). *The Rise of the BRICS in the Global Political Economy*. Zed Books.
- O’Neill, J. (2011). *The Growth Map: Economic Opportunity in the BRICS and Beyond*. Penguin.
- Kahler, M. (2013). *Emerging Powers and Global Governance: Why the BRICS Matter*. Cornell University Press.
- Roberts, J. T., & Parks, B. C. (2021). Power shifts and climate finance. In P. Dauvergne (Ed.), *Handbook of Global Environmental Politics* (2nd ed.). Edward Elgar.
- UNCTAD. (2024). *World Investment Report 2024: Investment in Sustainable Energy for All*.
- Shambaugh, D. (2020). Where China’s Belt and Road Initiative stands now. *Foreign Affairs*, 99(5), 23-30.
- Hopewell, K. (2023). The BRICS and multilateral trade governance after COVID-19. *Review of International Political Economy*, 30(4), 1275-1298.
- World Bank. (2025). *Global Economic Prospects* (database). <https://data.worldbank.org>

## 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](mailto: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