

1. BASIC DETAILS

Subject	International Economic and Financial Organizations
Qualification	Bachelor's Degree in International Relations
School/Faculty	Social Sciences and Communication
Year	Third
ECTS	6
Type	Mandatory
Language(s)	Spanish / English
Modality	Campus-based
Semester	S6
Academic year	2024/2025
Coordinating professor	PhD Guillermo Miguel Rocafort Pérez

2. PRESENTATION

The subject “International Economic and Financial Organizations” is a mandatory subject within the curriculum of the degree in International Relations at the Universidad Europea de Madrid. This subject forms part of one of the traditional guiding axes in the educational process of the future graduate in this degree. Students will acquire solid training in the main characteristics, objectives, structure and functions of the main economic and financial organizations within a globalized world, their impact, both within countries with emerging economies, as well as those that are most developed, understood within the context of the world economy.

In this context, after the knowledge and skills acquired in the study of the main aspects that define the different international economic and financial organizations and the impact they generate on the internal economies and the world economy, their influence will be seen both in the economic powers and in the emerging economies that are a key element in the evolution of international relations that these countries will follow in the coming years. However, there are a number of analyses and projections that it is essential to study that will give students a clear idea of where the world's main organizations are headed within a framework of economic volatility, capital fluctuations and changes in governments.

Throughout the course, students will analyze the typical elements that constitute each of the aspects of economic policy that affect the economic development that will be the focus of study during the course of the subject. At the end of the course, students will have a basic overview of the main aspects of the various international organizations and their impact on the internal, regional and global markets. Students will develop an analysis of their characteristics and functions in the world, assessing their importance in obtaining data and analysis of economic development policies. This will involve students processing, analyzing and interpreting information on the various forms of support, guidance and proposals from international

institutions and their presence in the national and international arena, demonstrating throughout the course the ability to work as a team, both qualitatively and quantitatively.

From the point of view of acquiring skills, this course in turn offers a stage from which the student will delve into the acquisition of knowledge of an economic nature and the acquisition of research skills in the management of economic policies.

The subject "International Economic and Financial Organizations" is conceived from a theoretical-practical point of view, which places the student in a privileged position in relation to real assumptions, with the student being able to approach them by applying the knowledge and skills acquired.

3. COMPETENCIES AND LEARNING OUTCOMES

Basic competencies:

- BC1: Students have demonstrated knowledge and understanding in the field of study based on general secondary education and, although they are aided by advanced textbooks, this also includes certain aspects that require cutting-edge knowledge in their field of study.
- BC3: Students are able to gather and interpret relevant information (normally within their area of study) to make judgments, including reflecting on significant social, scientific or ethical issues.
- BC5: Students have developed the learning skills needed to undertake subsequent studies in a highly independent way.

Cross-cutting competencies:

- CC8: Handling information. Ability to search, select, analyze and integrate information from various sources.
- CC10: Initiative and entrepreneurial spirit. Ability to undertake difficult or random actions with resolution. Ability to anticipate problems, propose improvements and persevere in their achievement. Willingness to take on and carry out assignments.
- CC16: Decision-making. Ability to make a choice between existing alternatives or ways to effectively resolve different situations or problems.
- CC18: Use of information and communication technologies (ITC). Ability to effectively use information and communication technologies as a tool for the search, processing and storage of information, as well as for the development of communication skills.

Specific competencies:

- SC5: Ability to know and understand the economic aspects of globalization related to: business internationalization, foreign trade and global economy.
- SC16: Ability to identify and analyze the different geopolitical, geoeconomic and socio-cultural areas, as well as their particularities.
- SC21: Ability to contribute to the design of sustainable growth policies that promote equality, reduce poverty, promote citizen participation and enhance democratization processes.

Learning outcomes:

- LO1: Students will be able to identify and analyze the different geopolitical, geoeconomic and socio-cultural areas, as well as their particularities.
- LO2: Students will know and understand the economic aspects of globalization related to: business internationalization, foreign trade and global economy.
- LO3: Students will have the capacity to develop basic economic research studies of an international character and in the areas it includes: economic, social, political and cultural.
- LO4: Students will know how to use research techniques to identify problems.
- LO5: Students will be able to effectively apply different techniques for obtaining, integrating and representing, and analyzing information of a politico-economic nature.

The table below shows the relationship between the competencies developed in the subject and the learning outcomes pursued:

Competencies	Learning outcomes
BC1, CC16, SC16	LO1: Students will be able to identify and analyze the different geopolitical, geoeconomic and socio-cultural areas, as well as their particularities.
BC1, CC10, SC5	LO2: Students will know and understand the economic aspects of globalization related to: business internationalization, foreign trade and global economy.
BC3, CC8, CC18, SC5	LO3: Students will have the capacity to develop basic economic research studies of an international character and in the areas it includes: economic, social, political and cultural.
BC3, BC5, CC8, CC16	LO4: Students will know how to use research techniques to identify problems.
BC3, BC5, CC16, SC21	LO5: Students will be able to effectively apply different techniques for obtaining, integrating and representing, and analyzing information of a politico-economic nature.

4. CONTENTS

- Concept, theories and problems in the international economic-financial environment.
- Main organizations focusing on international economic activity.
- Financing; cooperation and global monetary policy.
- Study of the main global and regional organizations: beyond the nation-state; theories and perspectives.
- Governance and economic globalization.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies to be applied are as follows:

- Case-based methodologies
- Cooperative learning
- Problem-based learning
- Master classes
- Simulation environments

6. EDUCATIONAL ACTIVITIES

Each of the educational activities to be carried out together with the number of hours students will dedicate to it is described below:

Campus-based modality:

Educational activity	Number of hours
Master classes	30
Asynchronous master classes	12
Academic tutorials	10
Participatory group assignments	25
Independent work	43
Knowledge integration test	5
Oral presentations	25
TOTAL	150

7. ASSESSMENT

The assessment systems, as well as their weight in the total grade of the subject, are listed below:

Campus-based modality:

Assessment system	Weighting
Evaluation exercises through theoretical knowledge tests (with open questions on a topic, or objective and direct questions on a specific aspect of the subject, or objective test-type questions) or practical (with problems or cases to be solved, to answer them, reflecting in a practical way, the theoretical and practical knowledge of the subject).	50%
Evaluation of activities and individual work.	30%
Evaluation of group work.	20%

When you access the subject in the Virtual Campus, you will be able to consult in detail the assessed assignments that you must perform, as well as the submission dates and the assessment procedures for each of them.

Observations on the evaluation system:

- The continuous evaluation system will be applied per subject throughout the different Learning Units, weighting and assessing in an integral way the results obtained by the student through the indicated evaluation procedures.
- The evaluation concludes with a recognition of the level of learning achieved by the student and is expressed in numerical grades, in accordance with the provisions of current legislation.

7.1. First exam sitting

In order to pass the subject at the first exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In any case, you will need to obtain a grade greater than or equal to 4 in the final exam, in order for this to count toward the average calculated with the rest of the assignments.

7.2. Second exam sitting

In order to pass the subject at the second exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In any case, you will need to obtain a grade greater than or equal to 4 in the final exam, in order for this to count toward the average calculated with the rest of the assignments.

Any assignments not passed at the first exam sitting must be resubmitted after having received the corresponding corrections by the professor, as well as any that were not submitted.

8. SCHEDULE

This section indicates the schedule with submission dates for the subject's assessed assignments:

Assessed assignments	Date
Assignment 1 (individual/group)	Weeks 4-5
Assignment 2 (individual/group)	Weeks 7-9
Assignment 3 (partial exam)	Weeks 8-9
Assignment 4 (individual/group)	Weeks 12-14
Assignment 5 (individual/group)	Weeks 13-15
Assignment 6 (final exam)	Weeks 16-19
Assignment 7 (final assignment)	Weeks 16-19

This schedule may be modified for logistical reasons related to the assignments. Any modification will be notified to the student in a timely manner.

9. BIBLIOGRAPHY

The recommended bibliography is as follows:

- ORGANISMOS INTERNACIONALES (DOS TOMOS). ULDARICIO FIGUEROA PLA - LAS ORGANIZACIONES INTERNACIONALES. MANUEL DIEZ DE VELASCO.
- ECONOMIA INTERNACIONAL Y ORGANISMOS ECONOMICOS INTERNACIONALES. ANTONIA CALVO HORNERO.
- CURSO DE ORGANISMOS INTERNACIONALES – JULIO BARBOZ.
- INTRODUCCIÓN AL ESTUDIO DE LAS ORGANIZACIONES INTERNACIONALES GUBERNAMENTALES. LAURA ZAMUDIO GONZÁLEZ.
- HISTORIA DEL FONDO MONETARIO INTERNACIONAL, PABLO MARTÍN-ACEÑA MANRIQUE.
- LAS ORGANIZACIONES INTERNACIONALES EN EL SIGLO XXI. LAURA HUICI SANCHO Y ANA M. BADIA MARTÍ.
- ORGANIZACIÓN ECONÓMICA INTERNACIONAL Y GLOBALIZACIÓN.: LOS ORGANISMOS INTERNACIONALES EN LA ECONOMÍA MUNDIAL. JOSÉ ANTONIO NIETO SOLÍS.

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

11. SATISFACTION SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in our satisfaction surveys designed to identify strengths and areas for improvement regarding teaching staff, degree programs and the teaching-learning process.

Surveys will be available in the survey space on your virtual campus or via your email.

Your opinion is needed to improve the quality of the degree.

Thank you very much for your participation.