

1. BASIC DETAILS

Subject	Emerging Powers and Markets
Qualification	Bachelor's Degree in International Relations
School/Faculty	Social Sciences and Communication
Year	Third / Fourth
ECTS	6
Type	Elective
Language(s)	Spanish / English
Modality	Campus-based
Semester	S5 / S7
Academic year	2024/2025
Coordinating professor	Gloria María Canales Vargas

2. PRESENTATION

The main objective of this subject is for the student to know and understand the recent evolution of the world economy and the economic evolution of the different countries, the basic theory of developed countries, as well as the main instruments of economic policy.

In this subject, the student will study and analyze the main implications of economic globalization and the evolution of economic policies to promote economic growth. This will make it possible to shape international economic relations and the various arguments relating to monetary, trade, fiscal and protectionist policies. In addition, it will also make it possible to study the different processes of economic integration.

3. COMPETENCIES AND LEARNING OUTCOMES

Basic competencies:

- BC2: Students know how to apply their knowledge to their work or career in a professional manner and they have skills that are typically demonstrated by developing and defending arguments and solving problems within 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.
- BC4: Students can convey information, ideas, problems and solutions to a specialist and non-specialist audience.
- BC5: Students have developed the learning skills needed to undertake subsequent studies in a highly independent way.

Cross-cutting competencies:

- CC1: Independent learning. Ability to choose the strategies, tools and moments they consider most effective for learning and independently putting into practice what has been learned.
- CC2: Self-confidence. Ability to assess personal results, performance and abilities with the internal conviction that they are able to perform the tasks and take on the challenges presented.
- CC3: Ability to adapt to new situations. Ability to value and understand different positions by adapting one's own approach as the situation requires.
- CC4: Ability to analyze and synthesize. Ability to break complex situations down into their constituent parts, as well as considering other alternatives and viewpoints to find optimal solutions. Synthesis seeks to reduce complexity in order to better understand it and/or solve problems.
- CC5: Ability to apply the knowledge to practice, using the knowledge acquired in the academic field in situations as close as possible to the reality of the profession for which they are being educated.

Specific competencies:

- SC14: Ability to carry out research and studies on the international sphere and the areas that make it up: economic, social, political and cultural.
- SC15: Ability to make use of different sources and channels of information.
- SC16: Ability to identify and analyze the different geopolitical, geoeconomic and socio-cultural areas, as well as their particularities.
- SC17: Knowledge of how to establish analogies and differences between the different actors present in the international arena.

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
BC2, BC3, CC2, SC14, SC16	LO1: Students will be able to identify and analyze the different geopolitical, geoeconomic and socio-cultural areas, as well as their particularities.
BC2, BC3, CC2, CC3, SC14, SC16	LO2: Students will know and understand the economic aspects of globalization related to: business internationalization, foreign trade and global economy.
BC2, BC3, BC5, CC1, CC2, CC4, CC5	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.
BC2, BC3, CC1, CC2, CC4, CC5, SC14, SC15	LO4: Students will know how to use research techniques to identify problems.
BC4, CC1, CC2, CC4, SC14	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

- Current situation and outlook for the world economy and emerging economies: main macroeconomic variables and socio-economic indicators.
- Internationalization strategies and sources of competition: Analysis of the development potential of certain areas and countries and of strategies to promote development and investment.
- Integration and influence of new powers.
- Capital flows, external shocks and policy responses in emerging countries.

5. TEACHING-LEARNING METHODOLOGIES

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

- Cooperative learning
- Project-based learning
- Master classes

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
Oral presentations	25
Independent work	43
Knowledge integration test	5
Analysis and integration of the theoretical-practical contents of the subject with current events.	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 the participation in face-to-face classes, seminars, or work presentations that are called. In this type of teaching, new technologies are also applied, and the development that allows the use of a Virtual Campus. For this reason, the student's participation in discussion forums that the professor of the subject may convene, or the viewing of videos, will be part of the evaluation.	30%
Evaluation of group work.	10%
Evaluation of individual work and activities.	10%

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	Weeks 3-4
Assignment 2	Weeks 8-9
Exam 1	Weeks 10-11
Assignment 3	Weeks 13-14
Assignment 4	Weeks 16-17
Final essay	Weeks 19-20
Exam 2	Weeks 19-20

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:

- 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.

- Bustelo, Pablo: “Teorías contemporáneas del desarrollo económico”, Síntesis Editorial, 1998.
- Chang, Ha-Joon: “Kicking Away the Ladder: Development Strategy in Historical Perspective (Anthem World History)”, Anthem Press, 2000.
- De la Dehesa, Guillermo. “Globalización, desigualdad y Pobreza”, Alianza Editorial, 2003
Escribano, Gonzalo: “Teoría del Desarrollo Económico”, UNED, 2010.
- Giménez Esteban, Gregorio: “Introducción al Crecimiento Económico y Desarrollo”, Editorial Pirámide, 2017.
- 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.

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.