

1. BASIC DATA

Subject	Geo-Economic Areas: Developed Economies
Program	Master's Degree in Trade and International Economic Relations
School	School of Business, Economy and Communication
Course	Module IV
ECTS	6 ECTS
Type	Mandatory
Language/s	English
Modality	On-campus/ Campus-based
Semester	First Semester
Academic Year	2024/2025
Coordinator	Dr. Hongsong Wang
Lecturer	Dr. Andras Toth

2. PRESENTATION

Developed Economies: Developed Economies is the fourth module of the Masters in Trade and International Economic Relations and, like the other modules, is worth 6 ECTS.

The aim of this module is to enable students to understand the group of more developed economies. On the one hand, students will be able to analyse the economic situation of this group of countries through a bibliographical review of the main macroeconomic reports. On the other hand, they will be able to diagnose the economic situation of a specific market in this area and propose alternatives and strategies for opening up new markets.

Finally, the student will have the tools and skills to design and present a viability plan with the elements that affect the different decision-making areas of the company, including control and accountability systems and social impact analysis.

3. COMPETENCIAS Y RESULTADOS DE APRENDIZAJE

General Competences:

- GC.1. Capacity for Interrelation, perfecting the ability to perceive, analyse and interpret the environment in order to be able to integrate information and make decisions in new environments.
- GC.2. Integration of Knowledge, i.e. having an integrated vision of all the dimensions of the company or international organisation, in order to be able to analyse problems and look for solutions as a group.
- GC.3. Ability to understand and take advantage of cultural diversity, developing respect for diversity.
- GC.4. Ability to work as part of a team, innovative mentality and decision-making.

- GC.5. Communication skills (in both Spanish and English) to debate and present their ideas and business projects in each area of the programme to a specialised or non-specialised forum.
- GC.7. Critical and self-critical sense.

Specific Competences:

- SC.1. Lead projects and teams from an integral ethical and socially responsible approach, assessing the impact of their decisions on profits, the market, people and society.
- SC.2. Master the keys to the major world economic areas in order to convert them into competitive advantages for the company.
- SC.3. Identify the international legal, fiscal, business and technological environment of the company and its importance in business activity when undertaking international projects.
- SC.4. Analyse the international economic environment. Carry out medium- and long-term strategic assessment and planning using existing tools.
- SC.5. Develop the competences of a manager: leadership, emotional intelligence, communication skills, team management, group work, planning, conflict resolution, negotiation and results orientation, always from a multicultural perspective and respecting diversity.
- SC.7. Define, implement the marketing, sales and communication strategies of a multinational company opening up to new markets.
- SC.9. Detect the risks of a business internationalisation operation and recommend the tools and instruments to cover the company against them.

Learning Outcomes:

- LO1. Master the techniques and tools to assess the present and future economic situation and strategic business opportunities in the areas of the EU, USA and Canada, and Japan and surrounding countries.
- LO2. Know the specific practices (legal, negotiation, economic, transport infrastructures, fiscal situation, market and documentation) of each of the geo-economic areas for investment and foreign trade.
- LO3. Diagnose the economic situation of each area and forecast future development.
- LO4. Apply knowledge to the resolution of business conflicts and problem solving in new or unfamiliar environments in developed economies.

The table below shows the relationship between the competences developed in the module and the learning outcomes pursued.

Competencias	Resultados de aprendizaje
GC1, GC2, GC3, GC4, GC5, GC7 SC1, SC2, SC4, SC7	LO1. Master the techniques and tools to assess the present and future economic situation and strategic business opportunities in the areas of the EU, USA and Canada, and Japan and surrounding countries.
GC1, GC2, GC3, GC4, GC5, GC7 SC1, SC2, SC3, SC4, SC7, SC8	LO2. Know the specific practices (legal, negotiation, economic, transport infrastructures, fiscal situation, market and documentation) of each of the geo-economic areas for investment and foreign trade.
GC1, GC2, GC3, GC4, GC5, GC7 SC2, SC3, SC4, SC5, SC9	LO3. Diagnose the economic situation of each area and forecast future development.
GC1, GC2, GC3, GC4, GC5, GC7 SC1, SC2, SC3, SC4, SC5, SC9	LO4. Apply knowledge to the resolution of business conflicts and problem solving in new or unfamiliar environments in developed economies.

4. CONTENTS

The module is divided into three themes:

1. The European Union
2. United States and Canada
3. Japan and neighbouring countries

5. TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies to be applied:

- Presentations.
- Seminars.
- Case studies.
- Discussion of practical examples and real cases.
- Cooperative learning.

6. TRAINING ACTIVITIES

The following table shows the types of training activities to be carried out and the number of hours the student will spend on each:

Training activities	Hours
Presentation of knowledge in the classroom using the seminar method.	37,5
Seminar method.	25
Case classroom: teamwork for CASE analysis.	12,5
Group coaching on the developed competences.	7,5
Collaborative learning.	25
Integrative work on the module.	7,5
Presentation in the virtual classroom of knowledge. Students will carry out readings and analyses, as well as participate in virtual forums to demonstrate their ability to discuss and debate.	5
Virtual forums where they will demonstrate their ability to discuss.	5
Individual activities in the virtual classroom related to the content.	25
TOTAL	150 h

7. EVALUATION

The following is a list of the assessment systems and their weighting in the total grade for the module:

Sistema de evaluación		Pesos
Activity 1	<ul style="list-style-type: none"> Carrying out and participating in classroom activities and cases. 	25%
Activity 2	<ul style="list-style-type: none"> Completion of virtual classroom activities. 	15%
Activity 3	<ul style="list-style-type: none"> Teacher's report on participation in the seminar. 	25%
Activity 4	<ul style="list-style-type: none"> Presentation of a comprehensive team work of the module. 	35%

On the Virtual Campus, when you access the module, you will be able to consult in detail the assessment activities to be carried out, as well as the delivery dates and assessment procedures for each of them.

7.1. Ordinary Call

In order to pass the module in the ordinary exam, you must obtain a mark of 5 out of 10 in the final grade (weighted average) of the module.

7.2. Extraordinary Call

In order to pass the module in the extraordinary call, it is necessary to obtain a grade higher than or equal to 5 out of 10 in the final grade (weighted average) of the module.

The activities that have not been passed in the ordinary call must be submitted, after having received the appropriate corrections from the teacher, or those that have not been submitted..

8. TIMETABLE

This section provides an approximate timetable with delivery dates (weeks) for the evaluable activities of the module:

Assesments	Weeks
Activity 1	11-14
Activity 2	13-14
Activity 3	14
Activity 4	14-15

This timetable may be subject to modifications for logistical reasons. Any modification will be notified to the student in due time and form.

9. BIBLIOGRAPHY:

The reference works of the module are as follows:

- Bank for International Settlements (2019). Annual Economic Report 2019. Recuperado, el 23 de diciembre de 2019, de <https://www.bis.org/annualeconomicreports/index.htm?m=5%7C2>
- Casado Claro, M. F. (2019). Fukushima. Crónica de un desastre anunciado. Zaragoza: Editorial Prensas (Universidad de Zaragoza)
- Comisión Europea (2019). Coordinación de las políticas económicas y presupuestarias. Recuperado, el 23 de diciembre de 2019, de https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination_es
- Comisión Europea (2020). Actividad empresarial en la UE. Recuperado, el 9 de febrero de 2020, de https://ec.europa.eu/spain/business-funding_es
- European Central Bank (2019). Annual Reports. Recuperado, el 23 de diciembre de 2019, de <https://www.ecb.europa.eu/pub/annual/html/index.en.html>
- European Commission (2019). European Economic Forecast. Autumn 2019. Recuperado, el 23 de diciembre de 2019, de https://ec.europa.eu/info/publications/european-economic-forecast-autumn-2019_en
- Gimenez, G. (2017). Introducción al crecimiento económico y desarrollo. Madrid: Pirámide.
- International Monetary Fund (2019). World Economic Outlook Reports. Recuperado, el 23 de diciembre de 2019, de <https://www.imf.org/en/publications/weo>
- Krugman, P. R. and Obstfeld, M. et Melitz, M. J. (2012): Economía Internacional: Teoría y Política, 9ª edición, Pearson, Madrid: Pearson.
- Ministerio de Economía y Empresa (2019a). Economía y Empresa/Economía Internacional /Unión Europea (enlaces). Recuperado, el 23 de diciembre de 2019, de

<http://www.mineco.gob.es/portal/site/mineco/menuitem.b6c80362d9873d0a91b0240e026041a0/?vgnnextoid=63fd7cb59784c310VgnVCM1000001d04140aRCRD>

- Ministerio de Economía y Empresa (2019b). Economía y Empresa/Economía Internacional /Sistema Económico y Financiero Internacional (enlaces). Recuperado, el 29 de diciembre de 2019, de <http://www.mineco.gob.es/portal/site/mineco/menuitem.c611bc2e45faad43b24b6bcd026041a0/?vgnnextoid=686a3ff62184c310VgnVCM1000001d04140aRCRD>
- Saavedra Serrano, M.C. (2017). La integración financiera y el nuevo sistema de gobernanza de la Unión Económica y Monetaria, Revista Universitaria Europea, 26, 55-90. ISSN: 1139-5796. Recuperado, el 23 de diciembre de 2019, de <http://revistarue.eu/RUE/032017.pdf>

International organisations:

- Bank of England Statistics: <https://www.bankofengland.co.uk/statistics>
- Bank of Japan Statistics: <https://www.boj.or.jp/en/statistics/index.htm/>
- Eurostat (European Commission): <https://ec.europa.eu/eurostat>
- Federal Reserve Data (USA): <https://www.federalreserve.gov/data.htm>
- Global Financial Development Database (World Bank): [https://www.worldbank.org/en/publication/gfdr/data/global-financial-development-database 6](https://www.worldbank.org/en/publication/gfdr/data/global-financial-development-database-6)
- OECD Data: <https://data.oecd.org/>
- Statistical Data Warehouse (European Central Bank): <https://sdw.ecb.europa.eu/>
- World Development Indicators (World Bank): <http://datatopics.worldbank.org/world-development-indicators/>
- World Economic Outlook Database (International Monetary Fund): <https://www.imf.org/external/pubs/ft/weo/2019/02/weodata/index.aspx>

10. DIVERSITY CARE UNIT

Students with specific educational support needs:

Curricular adaptations/adjustments for students with specific educational support needs, in order to guarantee equal opportunities, will be guideline by the Diversity Attention Unit (UAD).

It is an essential requirement that a report on curricular adaptations/adjustments be issued by this Unit, so students with specific educational support needs should contact: unidad.diversidad@universidadeuropea.es at the beginning of each semester.

11. SATISFACTION SURVEYS

Your opinion matters!

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

The surveys will be available in the survey area of your Virtual Campus or through your email.

Your evaluation is necessary to improve the quality of the programme. Thank you for your participation.