

1. BASIC DATA

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

2. PRESENTATION

Geoeconomic Areas: Emerging Economies is the fifth 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 economies known as 'emerging'. 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 business situation for 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.8. Manage the resources needed to implement a successful internationalisation plan for the company, to launch a new activity or to open up the company 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 emerging areas.
- 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 for the resolution of conflicts and the solution of business problems in new or unfamiliar environments in emerging 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 emerging areas.
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 for the resolution of conflicts and the solution of business problems in new or unfamiliar environments in emerging economies.

4. CONTENTS

The module is divided into three themes:

1. Brazil, Russia, India and China.
2. Latin America.
3. Middle East and Africa.

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	Carrying out and participating in classroom activities and cases.	25%
Activity 2	Completion of virtual classroom activities.	15%
Activity 3	Teacher's report on participation in the seminar.	25%
Activity 4	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	15-17
Activity 2	16-17
Activity 3	17
Activity 4	17-18

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:

- Berzosa, C., Bustelo, P. y de la Iglesia, J. (1996). Estructura Económica Mundial. Madrid: Síntesis.
- Bustelo, P. (2008). La internacionalización de la empresa española. Estudio monográfico sobre el entorno económico y las oportunidades de inversión en India. Real instituto Elcano, ICEX e ICO. Madrid. Recuperado, el 23 de diciembre de 2019, de http://www.realinstitutoelcano.org/wps/wcm/connect/693210004f0198c58ae1ee3170baead1/Monografia_India_ICEX_ICO_RIE.pdf?MOD=AJPERES&CACHEID=693210004f0198c58ae1ee3170baead1
- Bustelo, P., García, C. y Olivé, I. (2004). Estructura económica de Asia Oriental. Madrid: Akal.
- Corvalán, H.D., Del Barco, M.A. y Del Barco, M.S. (2011). Potencias emergentes: BRICS y su relación con América Latina. CAEI, Centro Argentino de Estudios Internacionales, Working Paper, 59. Recuperado, el 29 de diciembre de 2019, de https://mba.americaeconomia.com/sites/mba.americaeconomia.com/files/potenciasemergentes_bric_corvalan_delbarco.pdf
- De la Dehesa, G. (2003). Globalización, desigualdad y pobreza, Madrid: Alianza editorial.
- Harvard Business Review (2011). Thriving in Emerging Markets. Massachusetts (United States): Harvard Business School Publishing Corporation.
- 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 (2019). 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/?vgnextoid=686a3ff62184c310VgnVCM1000001d04140aRCRD>

- Orgaz, L., Molina, L., Carrasco, C. (2011). El creciente peso de las economías emergentes en la economía y gobernanza mundiales. Los países BRIC, Documentos Ocasionales, Nº 1101, Banco de España. Recuperado, el 29 de diciembre de 2019, de <https://www.bde.es/f/webbde/SES/Secciones/Publicaciones/PublicacionesSeriadas/DocumentosOcasionales/11/Fich/do1101.pdf>
- Rios, X. (2012). China pide paso. De hu Jintao a Xi Jinping. Madrid: Icaria.
- Sánchez Andrés, A. (2011). La economía rusa en la crisis mundial: Una valoración de la etapa Medvédev, Revista CIDOB d'afers internacionals, 96, 45-61. Recuperado, el 29 de diciembre de 2019, de https://www.cidob.org/es/articulos/revista_cidob_d_afers_internacionals/96/la_economia_rusa_en_la_crisis_mundial_una_valoracion_de_la_etapa_medvedev
- Secretaría de Relaciones Internacionales de Argentina (2011). Los BRICS. ¿Ingenio de marketing o nueva arquitectura económica?, Informe de Coyuntura: Los BRICS. Noviembre. Recuperado, el 23 de diciembre de 2019, de <http://www.ctainternacionales.org/wp-content/uploads/2011/12/Informe-Coyuntura-BRICS2.pdf>
- Serkin, G. (2015). Frontier: Exploring the top ten emerging markets of tomorrow. United States: Bloomberg Financial.

International organisations:

- Economic Data EBRD (European Bank for Reconstruction and Development): <https://www.ebrd.com/what-we-do/economic-research-and-data/data.html>
- Global Financial Development Database (World Bank): <https://www.worldbank.org/en/publication/gfdr/data/global-financial-development-database>
- OECD Data: <https://data.oecd.org/>
- World Bank Open Data (World Bank): <https://data.worldbank.org/>
- 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.