

## SUBJECT'S FACT SHEET

General information	
Name	International economic organisations
Code	E000006884
Degree	- Dual degree in Business Administration and International Relations - Dual Degree in International Relations and International Communication/Bachelor in Global Communication (Fourth year)
ECTS credits	3
Character	Obligatory
Department	Economics
Teaching language	Spanish and English
Description	The subject analyses the institutional framework of international economic relations from a triple perspective: monetary cooperation, trade cooperation and development cooperation. In addition, the major features of economic integration on a global scale will be discussed.

Teaching staff	
Coordinator	
Name	Mónica Goded Salto
Department	Economics
Office and headquarters	Lecturers' room (Alberto Aguilera)
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Tutorship timetable	Appointments via email

## SPECIFIC DATA ON THE SUBJECT

<b>Contextualization</b>
<b>Contribution to the students' professional profile</b>
In a context where accelerated globalisation diminishes national governments' leeway when it comes to economic policy design; students will be able to understand to what extent economic decisions made by individual countries are interdependent, and thus, cannot be regarded without considering what is happening on the international stage. Moreover, they will be capable of understanding the roles - and constraints- of international organisations as germs of a "global government" that could offer global solutions to global problems experienced by the world economy.
<b>Pre-requirements</b>
No formal requirements.

## THEMATIC BLOCKS AND CONTENTS

<b>Contents</b>
<b>Unit 1: International economic organisation and the United Nations</b>
<ol style="list-style-type: none"><li>1. Historical precedents</li><li>2. The United Nations' objectives and principles</li><li>3. The United Nations: structure and organisation</li><li>4. The international economic organisations</li></ol>
<b>Unit 2: The International Monetary Fund (IMF)</b>
<ol style="list-style-type: none"><li>1. Origin and objectives</li><li>2. Roles</li><li>3. Resources and organisation</li><li>4. The IMF and financial crises</li></ol>
<b>Unit 3: The World Bank Group (WB)</b>
<ol style="list-style-type: none"><li>1. Origin and objectives</li><li>2. The World Bank Group's institutions</li><li>3. Structural organisation</li><li>4. The World Bank's activities</li><li>5. The World Bank's new strategy</li></ol>

#### **Unit 4: The General Agreement on Tariffs and Trade (GATT) and the World Trade Organisation (WTO)**

1. GATT: Origin, objectives, and principles
2. The GATT's rounds: a balance
3. The WTO: functions, principles, and organisational structure
4. Contents of the agreements
5. Current negotiations: the Doha Development Round
6. A critical perspective on the WTO

#### **Unit 5: The International Development Cooperation System**

1. What is development aid?
2. The actors of development cooperation
3. The instruments of official development assistance (ODA)
4. Weaknesses of ODA
5. Reforming the international development cooperation system

#### **Unit 6: Economic integration**

1. Economic integration: definitions and purposes
2. Stages of economic integration
3. The outcomes of integration
4. The major regional agreements
5. Is regionalism a threat to the GATT/WTO system?

### **TEACHING METHODOLOGY**

The six units will be explained by the lecturer in conjunction with audiovisual support and the students' active participation. The goal is to achieve a learning process through a range of activities, both during in-class lectures and at home, which are specified later.

The in-class-sessions will comprise masterclasses combined with group presentations made by the students, as well as with discussions and comments on current affairs. Students could deepen their knowledge acquired in class by reading the additional instructional materials listed in the references.

## EVALUATION CRITERIA

Graded activity	Criteria	Weight
<b>Attendance and participation in class</b>	<ul style="list-style-type: none"> <li>- Attendance sheet will be distributed during each lesson.</li> <li>- Quality of clearness of the interventions.</li> <li>- Answering to the questions.</li> </ul>	10%
<b>Group presentation on an international organisation</b>	<ul style="list-style-type: none"> <li>- Depth of the analysis. Clarity of the information.</li> <li>- Rigor of presentation's the formal aspects.</li> <li>- Fluency of speech.</li> <li>- Ability to present coherent, well-supported arguments.</li> </ul>	20%
<b>Final exam</b>	<ul style="list-style-type: none"> <li>- Knowledge of the contents.</li> <li>- Clarity.</li> <li>- Focus on the questions.</li> </ul>	70%

## OTHER IMPORTANT ASPECTS

- Severe academic misconducts, such as plagiarism or copying during an exam, will result in failing the subject during the first ordinary examination session (May) and students will have to take the extraordinary exam in June.
- In order to pass the subject, students will be required to complete all graded activities. Otherwise, students will get an "absent (*no presentado*)" mark and will have to sit the extraordinary exam in June/July.
- Students need to get at least a 5 out of 10 in the final exam in order to pass the subject.
- To be able to sit the final exam during the first examination session (May), students should not have missed more than one third of the lectures without proper justification. If they do not attend the lectures on a regular basis, students will not have the opportunity to take the ordinary exam in May and will have to sit the extraordinary exam in June.
- Those students who are exempted from attending class due to properly justified reasons will only sit the final exam, whose mark will be their final mark.
- For those students who sit the extraordinary exam in June/July, their final exam's mark will be their final mark.

## STUDENTS' STUDY HOUR SUMMARY

In-class sessions		
Masterclasses	Presentations by students	Solving exercises and commenting articles
20	5	5
Non-classroom activities		
Individual or group study and reading	Individual or group research	
25	20	
Total ECTS: 3 (75 hours)		

## ACTIVITY SCHEDULE AND TIMELINE

Activities	Date	Deadline
Group presentations on topics related to the subject	February-April, order of the presentations according to the subject's thematic blocks	April 28 <sup>th</sup> 2023

## REFERENCES

Textbooks
<p><b>Main reference</b></p> <p>Slides and documents handed out by the lecturer or uploaded on Moodle will be the main materials to follow the course.</p>
<p><b>Other references</b></p> <ul style="list-style-type: none"> <li>• BANERJEE, A.V. and DUFLO, E. (2019). <i>Good Economics for Hard Times: Better Answers to Our Biggest Problems</i>. London: Penguin.</li> <li>• BANERJEE, A.V. y DUFLO, E. (2011). <i>Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty</i>. New York: PublicAffairs.</li> <li>• CLAVIN, P. (2022). Turbulence and the Lessons of History. <i>Finance &amp; Development</i>, 59(2), pp. 16-19.</li> <li>• FERNÁNDEZ-ARDAVÍN, A. y GODED, M. (2013). Los retos de la ayuda oficial al desarrollo en tiempo de crisis. En AA.VV., D. Manuel Varela. <i>Las razones de la crisis y los cimientos de la recuperación</i> (pp. 105-117). Valencia: Tirant Lo Blanch.</li> <li>• GODED, M. (2021). Las víctimas olvidadas de la covid-19: cien millones más de pobres. <i>The Conversation</i>, 18 de abril de 2021.</li> <li>• GOURINCHAS. P. O. (2022). Shifting Geopolitical Tectonic Plates. <i>Finance &amp; Development</i>, 59(2), pp. 10-11.</li> <li>• GRANELL, F. (2021). El sistema económico internacional en 2020. <i>Boletín Económico de ICE</i>, 3131, 55-72.</li> </ul>

- SHANMUGARATNAM, T. (2022). Confronting a Perfect Long Storm. *Finance & Development*, 59(2), pp. 4-9.
- STEINBERG, F. (2020). El futuro de la globalización. *Comentario Elcano 22/2020*, 4 de junio de 2020.
- STEINBERG, F. (2019). El futuro de la OMC. *Depende: esglobal*, 27 de noviembre de 2019.