



## SUBJECT FACT SHEET

General information	
Name	Economics of the European Union
Code	E000008503
Degree	Business in Spain
ECTS credits	6
Character	Exchange course
Department	Economics
Teaching language	English
Description	This course will enable students to understand the main economic features of the European integration, the European institutions' structure and policies, and the most recent challenges of the EU.

Teaching staff	
Lecturer/coordinator	
Name	Eszter Wirth
Department	Economics
Office and headquarters	C-426, Alberto Aguilera 23
e-mail	<a href="mailto:ewirth@icade.comillas.edu">ewirth@icade.comillas.edu</a>
Tutorship timetable	To be confirmed at the beginning of each semester. Appointments via email.

## SPECIFIC DATA ON THE SUBJECT

Contextualization
<b>Contribution to the students' professional profile</b>
International relations are impossible to analyse without an economic perspective. This subject focuses on the field of international economics, more specifically on relations established between European countries through formal economic integration processes. Throughout this course students should acquire autonomy in analysing international relations by understanding the main concepts and using rigorous data sources. The subject will focus on current issues (inflation, fiscal imbalances, energy crisis, competition policy against tech monopolies, Brexit and the rise of populism)

## Pre-requirements

Basic notions of Economic Theory and Macroeconomics.

## THEMATIC BLOCKS AND CONTENTS

### CONTENTS

#### Block 1: The European Union's inception and integration process

- 1.1 Introduction
- 1.2 Stages of economic integration
- 1.3 The European integration process
- 1.4 The EU's main institutions

#### Block 2: The EU's main macroeconomic policies

- 2.1 Monetary policy: the European Central Bank and the euro
- 2.2 Fiscal policy: the European Budget and national fiscal imbalances
- 2.3 The customs union and common trade policy

#### Block 3: Policies to improve the European single market

- 3.1 Common Agricultural Policy
- 3.2 Competition Policy

#### Block 4: The EU's main current challenges

- 4.1 The EU faced with the pandemic and the Russian invasion of Ukraine
- 4.2 The never-ending Brexit
- 4.3 The rise of populism

## TEACHING METHODOLOGY

### General methodologic aspects

#### Classroom activities:

- **Exposition of lessons.** Exposition of the subject's contents by the lecturer in a clear, structured and motivating way. Complemented by audiovisual tools, such as slides, charts, websites and videos.
- **Group activities and debate.** Students should continually read articles, watch videos or search in databases proposed by the lecturer in order to comment them in class and hand in the written assignment.
- **Short quizzes** to assess students' understanding of the main contents and **short surveys** for debates.

#### Non-classroom activities:

- **Individual study.** The students should study the contents of the subject exposed in class and establish interrelations between them with the aid of the reference materials suggested by the lecturer. The purpose is the development of the students' analytical and synthetic abilities.
- **Group assignment:** students will prepare a presentation in groups on a topic proposed by the lecturer. They will use press articles, reports and databases available on the EU institutions' websites. They should present the topic during the lectures.
- **Quizzes and short exercises on Moodle:** will be completed individually each fortnight, approximately.
- **Tutorships (optional)**

## GRADING CRITERIA

Graded activity	Criteria	Weight
Quizzes and short exercises on Moodle and classroom activities	Each fortnight a quiz with multiple-choice questions will be uploaded on Moodle. Students are required to complete it during a time limit. Unanswered quiz or exercise without proper justification scores zero. Students will complete written assignments on articles, videos and databases related to the EU in groups and hand them in at the end of the lectures.	30%
Group presentation	Following the lecturer's guidelines to approach the topic. Design, clarity and the contents' relevance. Including data charts and tables and their sources. Including reference list at the end.	20%
Final written exam	Students need to get at least 5 points out of 10 to pass the exam. The exam will combine short questions about basic policies and events and an essay.	50%

**Final mark: scores from 0 to 10.**

## OTHER GRADING CRITERIA

The criteria stated above apply to students who regularly attend lectures and pass the final exam in the ordinary call. For those who do not, they will have to (re)sit the exam in the extraordinary call (June/July).

- For those students who did not attend class on a regular basis the mark of the final exam will be their final mark, without considering the course assignments.
- For those students who did attend class on a regular basis and have handed in the assignments, but did not pass the exam in the ordinary call, there are two options:
  - o Resit the exam in the extraordinary call (June/July) and, if their mark is high, their exam mark will be their final mark.
  - o Resit the exam in the extraordinary call (June/July). If their exam mark is not very high, but they have performed well in class and their assignments were

good, then the exam mark will weight 50% and the average of their assignments 50%.

**Reminder: students should attend at least 66.7% of the lectures** according to the University's rules (General Regulations, art. 93.1 ). Those who miss more than 33.3% of the lectures without a proper justification would automatically fail the ordinary call (*no presentado*) and will have to take the extraordinary call exam in June.

In case of traces of significant **plagiarism** relative to the **final group assignment** (measured through Turnitin on Moodle), students could face **disciplinary sanctions** and **lose their right to sit the two exam calls** (ordinary and extraordinary). The same applies to those who **copy in the exam**.

**Warning:** according to the university's rules, an inappropriate use of **ChatGPT or other AIG software** is considered as a serious misconduct and could lead not only to a failure in both ordinary and extraordinary calls, but also to a temporary expulsion from the university, up to three months (General Regulations, art. 168.2.e). By "inappropriate use" we mean using these AIG programmes to write the group presentation and individual assignments. However, the answers are specific to articles or databases and the data should be up to date, which restrict the usefulness of these software.

References
<b>Textbooks</b>
The Economics of European Integration, Baldwin, R. and C. Wyplosz, 6 <sup>th</sup> or 7 <sup>th</sup> edition, McGraw-Hill 2020 or 2022. The book is a reference complemented by slides and documents handed out by the lecturer or uploaded on Moodle, which will be the main materials to follow the course.
<b>Articles and videos</b>
<ul style="list-style-type: none"><li>- Press articles: The Economist, Financial Times, Politico.eu, Euractiv</li><li>- Think-tank articles: The Council on Foreign Relations, Real Instituto Elcano</li><li>- Youtube videos: DW, BBC, The Economist, Financial Times, Visualpolitik</li></ul>
<b>Data sources</b>
<ul style="list-style-type: none"><li>- DG ECFIN: <a href="https://ec.europa.eu/info/departments/economic-and-financial-affairs_en">https://ec.europa.eu/info/departments/economic-and-financial-affairs_en</a></li><li>- ECB: <a href="https://sdw.ecb.europa.eu/">https://sdw.ecb.europa.eu/</a></li><li>- European Parliament: <a href="https://www.europarl.europa.eu/factsheets/es/home">https://www.europarl.europa.eu/factsheets/es/home</a></li><li>- Eurostat: <a href="https://ec.europa.eu/eurostat">https://ec.europa.eu/eurostat</a></li><li>- IMF: <a href="https://www.imf.org/en/Publications/SPROLLs/world-economic-outlook-databases">https://www.imf.org/en/Publications/SPROLLs/world-economic-outlook-databases</a></li><li>- The Atlas of Economic Complexity: <a href="https://atlas.cid.harvard.edu/">https://atlas.cid.harvard.edu/</a></li><li>- Trading Economics: <a href="https://tradingeconomics.com/">https://tradingeconomics.com/</a></li></ul>

- World Bank: <http://databank.worldbank.org/data/reports.aspx?source=world-development-indicators>

#### Notes

- Uploaded by the lecturer on Moodle.